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ABSTRACT

The argument presented in this monograph stresses that, as concerns early childhood education, Jamaican parents must not only know and understand what is being done for and with their children but must also be active contributors to their educational development. It is further stressed that disadvantaged parents need special training and help if they are to overcome their children's developmental deprivation. The discussion's main focus is on the efficacy of functional interactivity of the family, community, and school systems in promoting the development of children in the basic schools. Prefatory material (1) outlines a philosophical stance toward the integration of home, school, and community; and (2) defines and provides a rationale for functional interactivity. Chapter 1 describes the historical background of parental and private sector involvement in early childhood education and the care of children. Included is a synopsis of programs fostering parent/community involvement in the welfare, health, and education of the young child and a report of related research findings. Chapter 2 reports findings of interviews conducted with 32 policy makers concerning their attitudes, during the decade 1966-76, about basic schools. Chapter 3 provides specific guidelines for promoting participation at different levels of parental and teacher ability and confidence, and suggests how the school might reach out into the community. Related materials, including the attitude survey questionnaire and a list of contributors to basic school improvement in Jamaica, are appended. (RH)

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MONOGRAPH

EARLY CHILDHOOD EDUCATION

FUNCTIONAL INTERACTIVITY OF FAMILY-COMMUNITY-SCHOOL

D.R.B. GRANT

1984

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FUNCTIONAL INTERACTIVITY
OF
FAMILY--COMMUNITY--SCHOOL

D.R.B. GRANT
January 1984

The Bernard Van Leer Foundation
Centre for Early Childhood Education
Mona, Kingston 7 : Jamaica, W.I.

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> "Many Schools are literally insulated in their communities. They are pedagogic islands, cut off by channels of conventions from the world which surrounds them, and the inhabitants of these islands rarely venture to cross these channels during school hours. To be sure, they read about the surrounding world in books, and they return to live on the mainland when school is out. Few schools, however, have built bridges over which people may freely pass back and forth between school and community."[+]

[+] Education Policies Commission. *Education for All American Youth*. Washington, 1944.

PREFACE

The Plowden Report[+] in pointing out the influence of parental attitudes upon the educational performance of children, observed that 'the essentials for educational advance is a closer relationship between the two parties' (School and home). Children who attend Basic Schools are influenced by the variables identified by Grant, Leo-Rhynie and Alexander,[•] and grouped under (i) Structures and (ii) Settings. Although there is inconclusive evidence on the effect of parental attitudes and circumstances on the attainment of children, there is proof that when 'home and school interact continuously an improvement in school may raise the level of parental interest, and that in its turn may lead to further improvement in school'.

In 1979 the Bernard Van Leer Foundation[ø] conducted a seminar on the Theme "Parent and Community Involvement in Early Childhood Education." The Seminar, which was held in Cali, Columbia, 'sought specifically to examine the possibilities for parent and community involvement in early childhood education ---- and at the same time to focus upon ---- the development of relevant alternatives to current practices." It is safe to say that the discussions elaborated

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[+] Children and Their Primary Schools: Volume I. London; Her Majesty Stationery Office, 1967.

[•] Grant, D.R.B., Elsa Leo-Rhynie and George Alexander. Life Style Study: Volume V: Household Structures and Settings. The Barnard Van Leer Centre for Early Childhood Education, U.W.I., Mona, Kingston 7, Jamaica, W.I., 1980.

[ø] The Bernard Van Leer Foundation. Summary Report and Conclusions: Parent and Community Involvement in Early Childhood. The Hague, 1979.

on the motivation for the Seminar, that is,

> 'The key sector where it seems essential to develop new services, as well as new methods of delivery of services, is that broadly classifiable as "Family and Community."ø

Meaning of Functional Interactivity

In early childhood education circles it is commomplace for one to hear that the development of a relevant education programme which is adapted to the experiential background of the child should emerge from bringing together the school and the community in a coordinated and effective manner. It is this interrelationship, coordination and integration of the school, the home and the community that is referred to in this Monograph as FUNCTIONAL INTERACTIVITY. The thesis of this Functional Interactivity is that the Basic School[+] must learn to use the community as a living laboratory and hidden text book, and the parents as co-agents of change and co-educators; while at the same time rendering some service to both the parents and the community. In short, we expect the school to reflect parental and community needs, and to be close to the grass-roots (people, places, things) from which the children come. Forty years ago the Commission on Teacher Education of the American Council on Education[•] made the following observation, which still holds good today:

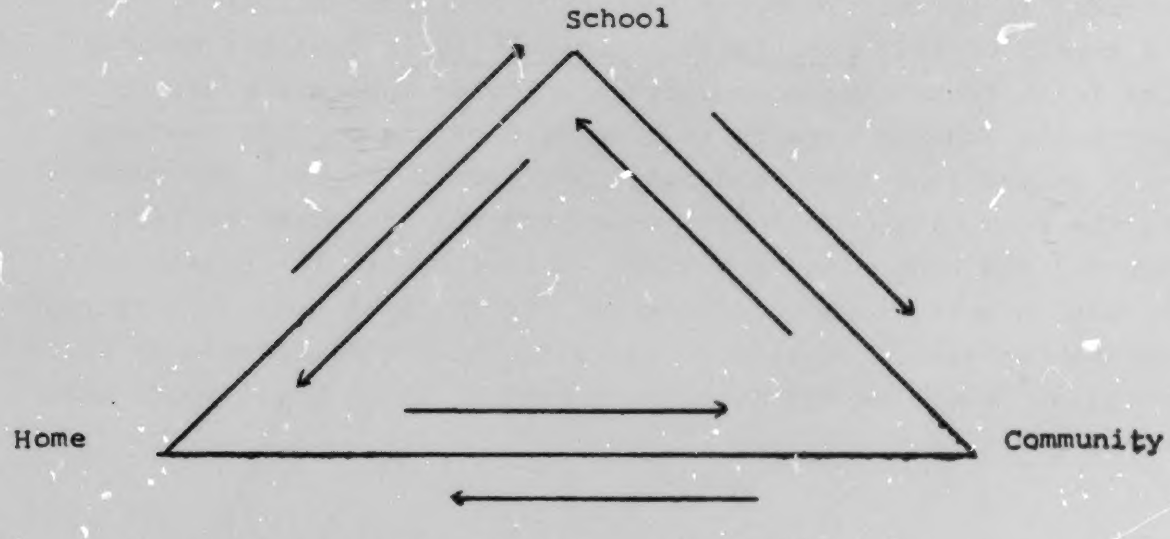
[ø] The Barnard Van Leer Foundation. Op.cit.

[+] Basic School: early childhood education institutions in Jamaica for children 3 to 6 years old.

[•] Quoted in Seventh Year Book American Association for Colleges of Teacher Education: Washington, D.C. The Association, 1964.

> "The circumstances of our times make it imperative that the school should offer children more than book learning in the classrooms. It must, indeed, make use of all the community's resources for providing children with direct and valuable contacts with environmental reality. Experimentation along this line has already begun in schools at every level but it needs to be extended with great rapidity. Every community offers many opportunities to the schools for such experimentation. These should be vigorously uncovered and the school should take the initiative in persuading the community to make them available."

This observation seems to suggest a one-way street -- taking the community into the school; but the advocacy here in for a three-way interactivity of



Why Interested in Functional Interactivity

The writer's interest in the subject was stimulated by (i) his own experience as a Primary school teacher in rural Jamaica during which time the average attendances of the schools under his headship were among the highest in the island; and the school-community partnership in providing and improving amenities at the schools was a special feature of his administration; (ii) his participation in the many discussions, seminars , and tutorials on the Hadow Report[+] while on a Teachers' Scholarship at the Oxford School of Education, England, 1953-54; (iii) his experiences with the development of the experimental Project for Early Childhood Education (PECE) with Basic Schools which had to begin, grow and prosper as community schools, (iv) the discussions following the papers given by Father G. Pantin (SERVOL: Trinidad),[ø] Audrey Anderson (CECE: Jamaica)[ø] and Leonardo Sinistera (Human Ecology Research Station: Cali, Colombia).[ø] These papers, among others, were presented at the Second Caribbean Seminar[ø] (titled: Innovation in Early Childhood Education) held in Curacao, Netherland, Antilles, 6th-11th May, 1974; (v) his assignment as Director of the Teaching Internship Programme (Jamaica) which, through his instrumentality required each Intern to be engaged in a community activity as a requirement in fulfilment of the conditions for certification as a teacher, and (vi) his reading of the Cook Islands Report (1976) on the Commonwealth Regional Seminar/Workshop on Education and the Community: Partnership for Development.[*] These experiences were augmented by practical contacts with projects which had achieved some success with fostering and encouraging participation in solving problems at the community level.

[+] Report of the Consultative Committee on the Primary School. H.M.S.O., 1931.

[ø] Bernard Van Leer Foundation: The Hague, Holland

(i) Early Childhood Education in Jamaica, 1972
(ii) Report of the Second Caribbean Seminar, 1974.

[*] Commonwealth Secretariat, Marlborough House, London. 1976.

Writer's Philosophy In Participation

The content of this Monograph articulates the author's basic philosophy that in early childhood education parents must not only know and understand what is being done for/with/their children, but they must be active contributors to the relief of the developmental deprivation of their children. Secondly, the author is convinced that the work of Basic Schools would be incomplete unless there was a very strong relationship between the "school education" and the "home experiences" of the children. Thirdly, Basic Schools are "community schools", therefore, they reflect the beliefs and values of the community in which they are located. It is therefore imperative that the community and the school work in freedom. Fourthly, if the developmental deprivation of Basic School Children is to be addressed with vigour, parent-education to upgrade child-care practices must be an integral component of early childhood education.

Fired by this philosophy and encouraged by the successes of other Projects like PEP (Dominica) and SERVOL (Trinidad) the author has been inspired to set out in this Monograph some suggestions on ways and means whereby this functional interactivity might be realised. These suggestions are based, in the main, on his experiences as a teacher in primary schools, as a U.W.I. lecturer involved in pre-service and in-service teacher training in the English-speaking Caribbean, as Director of the Project for Early Childhood Education, and as consultant/adviser to Governments and/or Projects, in the field of early childhood and primary education.

Meaning of Education

As one listens to different educators, child-developmentalists, psychologists, et al, discuss the subject, "education", it becomes evident that there are great many ways of thinking about education. From the philosophic stance expressed above it will be observed that the writer believes that education of Basic school children takes place in diverse settings which have some inter-relationship with one another. For these children education and socialisation must go hand in hand in the family and at school, as well as in the community in which both are situated. In other words, functional interactivity is the result of education across settings/ institutions -- family - school - community.

Of course, the writer is aware that the institution of the family has a variety of meanings in different societies where a number of experimental forms of living are increasingly emerging. Grant in Volume I of the Life Style Study Monographs observed that "a variety of groupings is included in the West Indian use of the term family" and he went on to describe the various forms.[+] Irrespective of the forms/groupings of the family, it is clear that the home, notwithstanding its composition, does constitute an institution which contributes to and influences the quality of the educational experiences of children, and consequently their school performance.

Meaning of Community

Of the other two institutions -- the school, and the community -- everyone seems to agree on the basic functions of the school, but the "concept of the community depends on one's perspective and purpose." In general one is prone to think of community in terms of a city, town, village or district. Sometimes it is scaled down to the neighbourhood within a city, as in the case of the slum or aristocratic areas. However, because each of these units -- the city, town, village, district, city blocks -- is interdependent, interrelated and interinfluencial, the concept of community from an educational point of view must be examined and reinterpreted. The geographic delineation at the Curacao Seminar

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[+] Grant, D.R.B. Life Style Study: Volume I: The Literature in Retrospect. Bernard Van Leer Centre for Early Childhood Education, U.W.I., Mona, Kingston 7, 1980.

forced one to suggest that we interpret the word Community to include:

1. Local Community which describes the several home environments served by the school.
2. National Community consisting of all the local communities that make up the nation and therefore emphasises the interrelationship of people and places.
3. Regional English-speaking (Caribbean) Community which introduces the element of the interdependence of countries.
4. International Community which gives rise to the need for and appreciation of self-identification of man and country.

Nothing is more fundamental in our community awareness than for each of us to realise that we belong to each and all of these communities. Irrespective of the meaning we wish to give to "community" there is a strand common to each concept -- the **challenge to** government, commercial and voluntary agencies or organisations to demonstrate a concern for and an interest in different aspects of the activities of the community. Educators cannot ignore the influence that each and all of these agencies can exert on the education of the children in the school system and vice versa.

From definitions of the family and the community, it is obvious that for functional interactivity to be successful, it will be necessary for the educator to have a clear understanding of the variety of different forms/units that may be encompassed by different definitions of education, family, and community. This clear perception will ensure an understanding of the full range of the sources of education to which Basic School children are likely to be exposed.

Meaning of Participation/Involvement

Progressive educators have no problem in agreeing that an atmosphere for education must be rooted in the home and neighbourhood because the schools cannot do the job alone. It is for this and other reasons why such educators set a high priority on private sector involvement and "participation" in Basic School (early childhood) education. At the moment, parent and community involvement in the affairs of the school is an area of low accomplishment. The way to change this is to determine what is understood by involvement/participation within the context of Basic School (early childhood) education.

Rhetorically, there is agreement about community involvement, and parental participation in the education of young children. But for some people involvement/participation in the education process "was supposed to give citizens educational therapy and encourage behavioural change,"[+] "relieve psychic suffering,[•] "develop community cohesion"[ø] and/or "to shift responsibility for the failure of schools for the poor (blaming the victim)."[¢] The

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[+] Burke, Edmund M. "Citizen Participation Strategies." Journal of American Institute of Planners. September, 1968.

[•] Cunningham, James. "Citizen Participation in Public Affairs." Public Administration Review, Vol. 32, October, 1972.

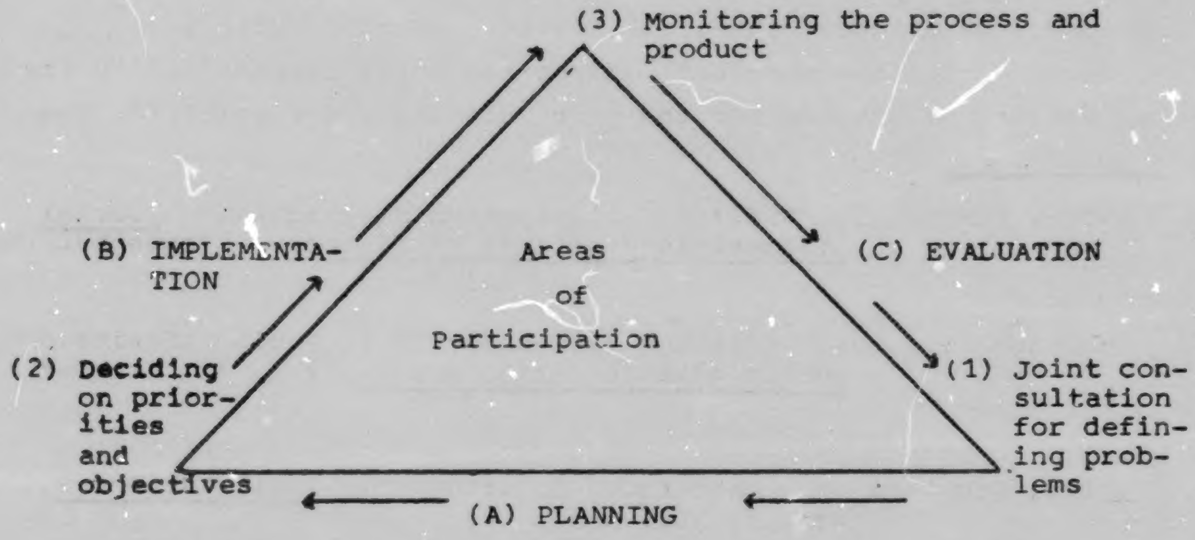
[ø] Yates, Douglas. "Neighbourhood Government". Policy Sciences, Vol. 3, July 1972.

[¢] Mann, Dale. "Ten Years of Decentralisation". I.R.C.D. Bulletin, Summer 1975.

writer supports the view of Rahman that involvement/participation

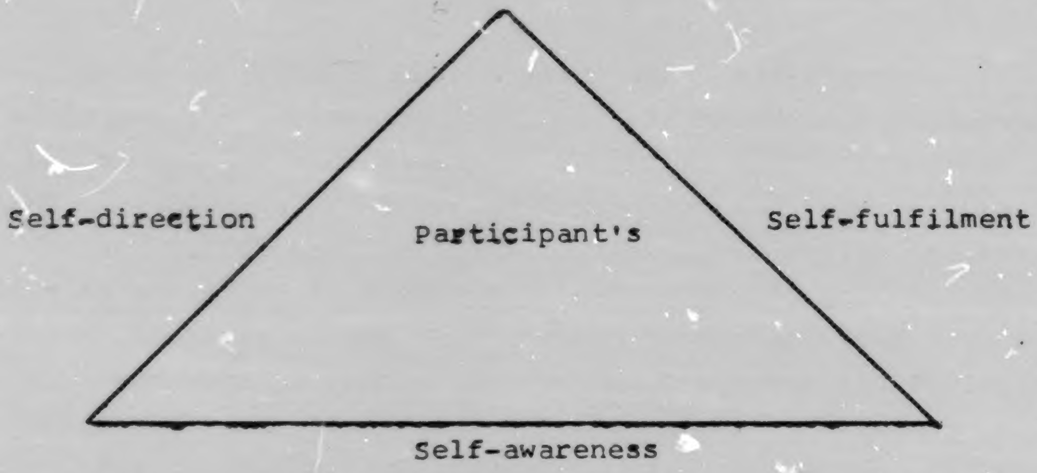
> "is the active process whereby people take initiatives and assert their autonomy to do so, ---- participation entails their conscious reflection of actions they consider possible and desirable, and their mobilising resources to attain these ends. This contrasts sharply with people taking part in deliberations or actions initiated, designed or controlled by others, a passive relationship undeserving of the name, participation."+

UNESCO, as if echoing the above view presents participation as meaning "poor people organising themselves for action around issues of interest to them in groups accounting primarily to themselves." These two points of view emphasise the need to involve people from the ground floor of the planning process through implementation and evaluation. In other words, if people are expected to believe in and benefit from any government and/or private development project, the components of the operational design of the project must include

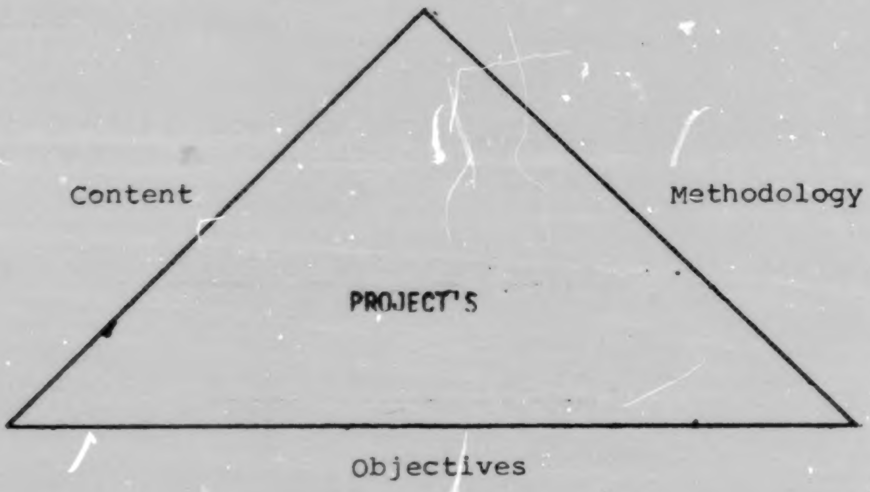

(3) Monitoring the process and product
(B) IMPLEMENTATION
Areas of Participation
(C) EVALUATION
(2) Deciding on priorities and objectives
(1) Joint consultation for defining problems
(A) PLANNING

+ Rahman, Anisur. "Concept of Inquiry: Participation in Rural Development." Development, 1981: 1.

Participation in these three areas will ensure knowledge, understanding, and fostering of, and commitment and responsiveness to the open communication system generated by the interactive procedures indicated at the angles (1) (2) and (3) of the triangle (A) (b) (C). From a study of the direction of the arrows, it will be seen that involvement/participation to be effective must be a continuing process of functional interactivity so that there emerges some change in


Self-direction
Participant's
Self-fulfilment
Self-awareness

Operationally it is important that there be some change also in the


Content
Methodology
PROJECT'S
Objectives

Why Functional Interactivity

In the early 1960's the Peabody College, U.S.A. developed the Project Re-Ed[+] for helping disturbed children. The Project was started on the assumption that "emotional disturbance rested in the child," but before long it was discovered that to help the child it was necessary to involve the three institutions-home, school-community in a cooperative attack on the problem. It soon become accepted that emotional disturbance in children was "an ecosystem[•] defined by the child." Why should this concept of linkage be applied to the Basic School situation?

(i) Parents surrender their responsibility: Bronfenbrenner[¢], in comparing the amount of time the American and the Soviet families spent with their children, concluded that the latter had more influence on the character development of their children. This he said was due to the fact that the "American family has surrendered many of its character development functions to television, peer group and other forces." In the rural areas, parents assume that because the Basic School teacher is from the same neighbourhood, the school reflects and shares the value system of the family, therefore there is no need to "interfere" with Basic Schools; and/or the Day Care Centre. It was Comenius[ø] who warned:

[+] Hobbs, Nicholas. "Helping Disturbed Children: Psychological and Ecological Strategies." American Psychologist # 21, 1966.

[•] Derived from the term ecology (from the field of biology) which refers to the study of interacting forces in complex natural systems.

[¢] Bronfenbrenner, U. The Two Worlds of Children. New York: Russell Sage Foundation, 1970.

[ø] Comenius, John Amus. The School and Infancy. Translated by D. Benham: London, W. Mallalieu & Co., 1858.

> "Let not parents devolve the whole instruction of their children upon teachers of schools and ministers of the church. It is impossible to make a tree straight that has grown crooked, or produce an orchard from a forest everywhere surrounded by briars and thorns. They aught themselves to know the methods of managing their children, according as they value them."

What he was emphasising here is that the care of children properly belongs to their parents, but they need the HELP of teachers sensitive to the needs, experiential background and developmental pattern of the children.

(ii) Parental attitude visa-vis child achievement: Because Basic Schools are "community Schools", parents and others in the neighbourhood are inclined to look upon these schools as OUR SCHOOLS. Their attitude toward these schools is one of belongingness, one with which they will cooperate for the improvement of amenities, per se, but not one with which the home will form a colleagueship relationship for the cognitive and affective development of the children. Terms like "compensatory education" and "intervention programmes" influenced David Weikart, Susan Gray, Ira Gorden and Martin Deutsch, and others to experiment with home-school partnership with a view to improving parental attitude toward the school, and consequently the educational environments and achievement level of the children.

(iii) Basic Schools are tied to neighbourhood roots: Because of how Basic Schools begin, grow and flourish in the neighbourhood the curriculum needs to reflect the values, beliefs, and social realities of the homes and communities they serve. Brembeck and Grandstaff[+] sum it up this way:

[+] Brembeck, Cole G., and Marvin Grandstaff. Cole S., and Marvin Grandstaff. Social Foundations of Education. New York: John Wiley & Sons, Inc., 1969.

> "Schools do not exist in isolation. The students come from a social environment and return to it ----. The characteristics they bring to the school will have an important shaping influence on the kind of dynamic that is created in the classroom."

The thesis inherent in functional interactivity, is that participation/involvement of the home and community in the activities of the school, and vice versa, must be considered integral to the development of the institutions and the children, who live and grow in them. Braithwaite's[+] conclusion is that,

> "Innovation in education thus needs to have the active support and involvement of all groups if it is to become integrated within the educational system. Certainly the chances of successful adaptation of the innovation within the area of early childhood education are strengthened if the total school community is involved."

What is Involved in Functional Interactivity

In the English-speaking Caribbean the process of social transformation is expected to contribute to the material needs of the men, women and children of the community. Additionally, the promotion of their creative powers and their growth in self-fulfilment is expected to be an outcome of their participatory role in the development process. For this transformation and change in selfhood to result from involvement/participation it will be necessary for teachers and all concerned with Basic

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[+] Braithwaite, John. "Paper supporting Theme C: Community as the Fulcrum for Innovation in Early Childhood Education." BVLF First Eastern Hemisphere Seminar, Malaysia, 6th-18th March, 1977.

Schools:

i) To be big enough and confident enough not to interpret the participation of parents and others from the private sector in the education process as a threat to their status, and/or to their knowledge, skill and competence;

ii) To educate and encourage parents and the community to exercise their right to be "shareholders" in the business of the education of the children;

iii) To be open enough and willing to accept and appreciate the fact that the parents of children, and others in the community have skills which classroom professionals do not possess, but which can be used for enhancing the functional interactivity of family, community ans school;

iv) To acquire some skill in human relations and to be able "to effect changes in people rather than in talking about them."

One of the purposes of functional interactivity is to overcome the developmental deprivations of Basic School children. To achieve this there must be improvement in the quality of family life, which is the concern of the whole community. Consequently, the family, community and school must be functionally interactive if these institutions are to help these children become "fully functional persons."

Scope of Chapters

The Monograph is organised around such issues as the importance of the home conditions to the development of children and the interdependence of the family, school and home in the education of children. One theme runs through the pages of the

Monograph -- sustainability of change is ensured by the participation/involvement of the three institutions (home, school and community) in correcting the developmental deficiencies among Basic School children. The Monograph seeks to support belief in the efficacy of functional interactivity of family-community-school in the cognitive, affective and functional self development of Basic School children.

In the Preface the reader will notice a tendency toward basic definitions, clear perceptions and philosophic stance. These are intended to provide the reader with an orientation for the Chapters that follow. It will be noted that although "parent/parenting education" is mentioned frequently throughout the text, it does not receive significant treatment. This is because it will be subject to indepth presentation in another Monograph.

Chapter I gives a historical background of private sector and parental involvement in the process of early childhood education and care of children. Included in this chapter, also, is a synopsis of programmes which foster parent/community involvement in the welfare, health and education (WHE) of the young child, and the findings of some research which I hope will cause the reader to "cross-examine the witnesses" some more for the benefit of Basic School children.

The second chapter is based on responses to an Interview schedule (Appendix A) administered by Audrey Anderson.[+] Of particular importance to the reader who is searching for some specific on the HOW (examples) of mobilisation, is the final chapter (III). It is predominantly a description of well-tried strategies for harnessing the parents and the community for participating, and becoming involved in the affairs of the school and in the understanding of the children. It describes some specific guidelines for promoting participation at different levels of parental and teacher ability and confidence, and suggests how the school might reach out into the community.

[+] Anderson, Audrey was Deputy Director of the Project for Early Childhood Education (PECE).

Acknowledgements

Although this Monograph is written by me, and I take all the blame for the errors and omissions, many organisations and people contributed to my experiences which are recorded in these pages. I am much indebted to the following for valuable help and support in the conception and execution of this volume:

(i) the parents with whom, and the communities where I worked as a Primary School teacher. Their wholehearted cooperation helped me to gain confidence in the "Community School";

(ii) the Bernard Van Leer Foundation for providing opportunities for enriching my experience and firming my belief in the interactivity of home, school and community. Their funding of PECE and CECE, exposing me to different Projects and inviting me to participate in Seminars - opened the way for me to learn more about the place of the home and the community in the sustainability of innovative practices in early childhood education;

(iii) the Teachers' College students and Interns who through their community activities produced some valuable information about the communities, which formed the basis for understanding community attitudes toward schools;

iv) the staff of PECE, for trying out some of my ideas on community mobilisation in their instructional Parish. Their tasks were to re-analyse roles and relationships and experiment with

strategies. Special thanks is due to Audrey Anderson for carring out the interviews on which Chapter II has been developed;

(v) the Interviewees who responded willingly and with enthusiasm to the questions in the Interview Schedule;

(vi) the Basic Schools, sponsoring bodies, Zone Action Committees and Parish Boards for submitting to the PECE trial and error in the development of processes for functional interactivity;

(vii) the Public Sector (Government departments) and the private sector (the churches, service clubs, voluntary organisations, businesses, etc.) for contributing time, energy, money and confidence toward the translation of our ideas into practice;

(viii) my wife Gene, who provided the psychological support and encouragement to make this Monograph possible;

(viv) the typist, Mrs. Grace Chong for producing the finished product from the illegible Manuscript.

My additional indebtedness to all of these people and organisations, individually and collectively is for their forbearance and willingness to work with me in the face of difficulties, to develop a philosophic stance on and operational procedure for functional interactivity of family-community-school.

In conclusion it is safe to repeat that parent and community involvement/participation in early childhood education is an indispensable ingredient for sustaining the achievement of children. Biber[+] observes that "to work with children alone is to invite failure and frustration." It is hoped that this Monograph will serve to meet the widespread demand of early childhood education personnel, teachers in training, staffs of intervention projects for some practical "know-how" that will help them "build bridges over which people may freely pass back and forth between school and community"[•] and the home.

D.R.B. Grant

January 1984

[+] Biber, B. Goals and Methods in Pre-school Program for Disadvantaged Children." Bank Street College of Education, New York, 1970.

[•] Education, Policies Commission. op cit.

CHAPTER I

SCHOOL-COMMUNITY RELATIONSHIP: OVERVIEW AND RESEARCH

More than passing interest in early childhood education for underprivileged children is relatively new in developed and developing countries. Since the declaration of 'war on poverty' in the 1960's, "education for all" has become a priority, and attention to the welfare, health and education (WHE) of young developmentally deprived children has become a conscience searching concern of the public and private sectors in the rich and poor countries of the world.

Paralleling this increase in concern was the realisation that the public sector by itself could not shoulder responsibility for providing opportunities for releaving developmental deprivations among the young. Sociologists, psychologists, educators, nutritionists, and medical practitioners, over time, have highlighted the plight of socio-economically underprivileged children in the society. The idea of community participation in the schools became a necessity as well as a means of augmenting the limited programmes for these children. It was a new idea -- hence the private sector help was more patronising than sincere. There was little or no personal contact/involvement with the school. Similarly, the parents' role was to deliver their children at school on the opening day of their first attendance, and thereafter stay away from the domain of the teacher.

Forerunners

After the advent of Head Start it became increasingly clear that the coordination of school and home advocated by Plato had to be re-discovered. History records Plato as having stressed the importance of family cooperation in early childhood education by observing that:

> "Education and admonition commence in the first year of childhood and last to the very end of life. Mother and nurse and father and tutor are vying with one another about the improvement of the child as soon as ever he is able to understand what is being said to him."[$]

Years later, Abate Aporti,[+] a Roman Catholic Priest, supported the views of Plato, as he contributed to the development of early childhood education. He claimed that "while we educate children we ought not to lose sight of the parents."

One of the forerunners of parent education, and of carrying education into the home is Comenius.[•] He was one of the first education reformers to express the belief that social conditions could be improved by broadened education. Early experimentation in early childhood education was conducted by Pestalozzi[¢] whose ideas and emphasis upon the importance of the home became an integral part of his innovation in early childhood education. This is not surprising since his aim in life was to ameliorate the lot of the poor. Like Pestalozzi, Froebel believed in the instinctive ability of mothers to care their children, but with added help they could

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[$] Quoted from Ilse Forest: Pre-school Education. Clarendon Press, Oxford, 1985.

[+] Forest, Ilse. op cit

[•] Quoted from W. Boyd's. History of Western Education. London: A.& C. Black, 1921.

[¢] Quoted from J.R. Green's Pestalozzi's Educational Writings. London: Edward Arnold, 1912.

acquire "better ideas of child direction." It is reported that in June 1848 he addressed a circular to German educators and teachers pointing out that,

> "All Germany is looking for a reform in education --- If the building is to be solid we must look to the foundations. The home education of rich and poor alike must be supplemented. It therefore behooves the state to establish institutions for the education of children, of parents, and of those who are to become parents."+

Montessori, another eminent pre-school educator and reformer established her schools in tenement districts where children of poor working mothers could be given proper care. She believed, however, that the mothers should be instructed in the health guidance of their children.

Growing interest in child study and child training saw the birth of the Child Study Association of America. One of its major goals was to give women a fuller understanding of their children and so help them to be better parents. In the District of Columbia the National Congress of Parents and Teachers was chartered as a voluntary organisation "to carry mother-love and mother-thought into all that concerns or touches childhood in home, school, church, or state." It is from the activities of NCPT that the organisation of Parent-Teacher Association sprung up as a servicing agent of schools.

More recently after an in-depth study of the effects of intervention projects with and without parent participation

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+ Hauschmann, Alexander Bruno. The Kindergarten System. London: G. Sonnenschin, 1897.

Bronfenbrenner[+] concluded that,

> "The evidence indicates that the family is the most effective and economical system for fostering and sustaining the development of the child. The evidence indicates further that the involvement of the child's family as an active participant is crucial to the success of any intervention program --- the involvement of the parents as partners in the enterprise provides an ongoing system which can reinforce the effects of the program while it is in operation, and help to sustain them after the programme ends."

Despite the observations of the above and other educators, and despite the chain of events created by innovators of early childhood education to focus attention on the relationship of school and home, it is safe to say that it is still an exception today when school and home interpenetrate each other. The Project Re-ED after much trial and error concluded that "four circles within the child's ecosystem had to overlap substantially: the Project, the family, the regular school, and the community."[•]

There is an aspect of the Civil Rights Movement which is not broadcasted -- that is, it has promoted a new liaison between the family and the school. People remember the days when, depending upon the whim and fancy of the teacher, children would suffer stagnation

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[+] Bronfenbrenner, U. Is Early Intervention Effective. Volume II. Washington, D..: Office of Child Development. U.S. Department of HEW, 1974.

[•] Hobbs, Nicholas. Op cit.

in a class, or be placed in what was referred to as SPECIAL CLASS, and/or in extreme cases be expelled from school. But this negative treatment was reserved for children of the poor black whose parents were kept at arms length from the school. On the other hand, the middle class parents demanded and had some voice in decisions concerning their children. The children's Defense Fund secured the passage of legislation to remedy this imbalance, and although the resulting requirements proved inconvenient to the inflexible schools, they provided a source of interaction between home and school which enhanced the educational experience of the deprived children. Leichter[+] points out that

> "As early child development programs are further developed and refined, the challenge is to bring parents and public institutions closer together in the interest of enriched opportunities for children."

Some Projects Fostering Functional Interactivity

From the paragraphs under the heading "Forerunners.....", it will be seen that parents involvement with the institutional welfare, health and education of their children was long conceived by educators. In fact; it is common to hear teachers say that the parents who show up at PTA Meetings are usually the same few interested ones -- the ones who should be present are always absent. Recently there has been a rebirth in the need for parent involvement in the WHE of Basic School Children.

Historically there seems to be three reasons for this reactivation of interest in and importance of interpretation of home, community and school in correcting developmental deprivation. The first is the oftrepeated conclusion that sustainability of programme gains correlates very highly with parent involvement.

[+] Leichter, Hope J. (ed) The Family as Educator. New York: Teachers College Press, 1976.

The second is based on studies which show that parental teaching style, language interaction, cognitive expectations, as well as parent-child interaction can contribute much toward providing "optimal learning environment."[+] The third has to do with the very strong belief that the more parents are involved with the education of their children the more likely are the children to be motivated to succeed and grow up as healthy, happy and creative learners. Schaefer[•] seems to sum up these three reasons in his statement,

> "Ideally, professional education will provide support for family education of the child. Schools are necessary but not sufficient for the education of the child."

Because early childhood education is highly financed privately, there are many different types of programmes with a variety of levels/models of parent/community involvement and/or participation. The scope of the sponsorship includes individuals, churches, colleges and universities, business enterprises, voluntary organisations, service clubs, friendly societies, foreign agencies, and any of these in partnership with the government. In general the priority, duration, extensiveness, intensity, consistency and pervasiveness of the interrelationship of the three institutions depend upon the beliefs and values of the sponsors. The programmes (Projects) chronicled below represent the range of emphasis on, and the variety of efforts taken to increase functional interactivity of home-community-school.

[+] Caldwell, Betty M. "What is the Optimal Learning Environment for the Young Child?" *American Journal of Orthopsychiatry* # 37, 1967.

[•] Schaefer, E.S. "The Child, the Family, and the Education Profession." *American Research Association*, New Orleans, 1973.

Figure A

PARTICIPATION: RANGE OF EMPHASIS/EFFORTS

Home Oriented	Group Meetings	Training and Using Parent as Teacher	PTA	Administration
1. University of Florida Project	1. Nimnicht Far West Parent/Child Toy Library Program	1. Appalachia HOPE Project	1. Project for Early Childhood Education	1. Perry Preschool Project
2. Peabody College DARCEE Project	2. Malaysia Compensatory Education Project	2. Preschool Education Programme (Belgium)	2. Pre-school Education Project	2. Parent Education Programme (Belgium)
3. Appalachia HOPE Project	3. Project for Early Childhood Education(PECE)	3. Ypsilanti-Carnegie Infant Education Project	3. Head Start	3. Project for Early Childhood Education (PECE)
4. Entokozweni Early Learning Centre Project	4. Pre-School Education Project (PEP)	4. Levenstein Verbal Interaction Project		4. Child-to-Community Project (SERVOL)
5. Chatsworth Early Learning Centre Project	5. Child-to-Community Project (SERVOL)	5. Head Start		5. Head Start
6. Perry Pre-School Project	6. TARCOG Home Start Project	6. Integrated Education and Community Development Project (Isreal)		6. Integrated Education and Community Development Project (Isreal)
7. Levenstein Verbal Interaction Project	7. Education for Parenthood Programmes	7. ARPEGE Project (France)		7. Woburn Lawn
8. Head Start	8. Woburn Lawn	8. Community-Based Pre-school Education and Training in Urban Areas (Peru)		
9. TARCOG Home Start Project				

Parent Edu. as part of Objective/Belief	Reinforcers	Training Teachers (Paraprofessionals, etc.	Community	Omnibus
1. University of Florida Project	1. Juniper Gardens Coop Preschool	1. Entokozweni Early Learning Centre Project	1. Parent Education Programme (Belgium)	1. Parent Education Programme (Belgium)
2. Appalachia HOPE Project	2. Project for Early Childhood Education (PECE)	2. Head Start	2. The ISPES Project (Italy)	2. Head Start
3. Perry Preschool Project	3. Pre-School Education Project (PEP)	3. The ISPES Project (Italy)	3. TARCOG Home Start Project	3. The ISPES Project (Italy)
4. Juniper Gardens Coop Preschool	4. Ypsilanti-Carnegie Infant Education Project	4. Project for Early Childhood Education (PECE)	4. Integrated Education and Community Development Project (Isreal)	4. Education for Parenthood Programs
5. Ypsilanti-Carnegie Infant Education Project		5. Pre-School Education Project (PEP)	5. Project for Early Childhood Education (PECE)	5. Coventry Education Development Centre
6. Head Start		6. Child-to-Comminity Project (SERVOL)	6. Pre-School Education (PEP)	6. Pre-School Education Project (PEP)
7. Project for Early Childhood Education (PECE)		7. Integrated Education and Community Development Project (Isreal)	7. Child-to-Community (SERVOL)	7. Child-to-Community Project (SERVOL)
8. Pre-School Education Project (PEP)			8. Woburn Lawn	8. Project for Early Childhood Education (PECE)
9. Child-to-Community Project (SERVOL)				9. Woburn Lawn
10. People's Associatia Project (Singapore)				

Parent and community involvement is an integral part or a very imperative component of every Project funded by the Bernard Van Leer Foundation. It is for this reason that most of the on-going Projects mentioned in Fig. A are taken from the Foundation's Newsletter # 31: List of Major Projects

A study of Fig. A will show that there are ten categories of programmes based upon the degree of emphasis on parent and/or community participation/involvement in the particular early childhood education programme. This categorisation is for convenience, and results from the author's interpretation of the descriptions of the Projects, and his judgement of the skill(s) needed to concretise the theoretical concept(s) of each Project.

Table I below summarises horizontal distribution of the Projects under categories similar to Fig. A. The purpose of this arrangement is to indicate under how many categories a Project falls -- an indication of the scope of its participatory opprotunities for parents/community.

TABLE I

SCOPE OF PARTICIPATION BY PROJECTS

Project/Programme	Home Oriented	Group Meeting	Training and Using Parent as Teachers	PTA	Administration	Parent Education as Objective	Parents as Reinforcers	Teacher Trg. Para-professional etc.	Community	Omnibus
1. University of Florida	x					x				
2. Peabody College DARCEE	x					x				
3. Appalachia HOPE	x		x			x				
4. Entokozwani ELC	x							x		
5. Chatsworth ELC	x		x							
6. Perry Pre-School	x				x	x				
7. Levenstein VIP	x		x							
8. Head Start	x		x	x	x	x	x	x		x
9. TARCOG Home Start	x	x							x	
10. Nimnicht Far West		x	x							
11. Malaysia CEP		x						x		
12. PECE		x		x	x	x	x	x	x	x
13. PEP (Dominica)		x		x		x	x	x	x	x
14. SERVOL		x	x		x	x		x	x	x
15. Education: Parenthood		x	x			x				x
16. PEP (Belgium)			x		x				x	x
17. Integrated Education			x		x			x	x	
18. ARPEGE			x							
19. Community Based			x						x	
20. Juniper Gardens						x	x			
21. Ypsilanti						x	x			
22. PAP (Singapore)						x			x	
23. ISPES (Italy)								x		x
24. Coventry EDC										x
25. Woburn Lawn[+]		x			x				x	x

[+] And Income generating.

The evidence in Table I suggests that Directors of Projects have been actively in search of ways and means of creating and developing functional interactivity of family-community-home in the interest of the welfare, health and education of deprived children.

What is involved in each of these categories of participation?

1. The fact that 50% of the Projects had parent education as a specific objective to be pursued, suggests their determination to prepare parents for carrying out their functions as educators, to improve their child-rearing practices, and to participate meaningfully in the school education process. Projects which provide training for parents are expected to make room for a dialogue approach,(person-person approach) to the teaching-learning process, for "the participation of parents in learning situations," and for "a parent/child education based on paediatric clinics." In addition the parents are required to "respond personally to developmental needs."

2. Projects (46%) which train and use parents as teachers set out in the first instance to create opportunities for parents and teachers to cooperate in a colleagueship atmosphere. The Trainers of the mothers for teaching,conduct workshops, give teaching demonstrations and lectures, and have face-to-face conferences at regular intervals. The programme of training like that for Para-Professionals (33%) is usually competency based.[+]

[+] Grant, D.R.B. Training Teacher Trainers and Para-Professional Teachers. Jamaica Publishing House: Kingston, Jamaica, W.I., 1982.

In some programmes the training given to parents is less intensive, and the main purpose is to give them confidence to help their children with homework, and to help them expose their children to the people, places and things within the environment that will enrich and widen their experiences. In cases like these (21%) the parents are reinforcers of the school activities.

3. Home visiting is popular among 37% of the Projects. A great advantage of home visiting is that the activities and the processes can be custom tailored to the circumstances and needs of each child involved. One of the most widely known home visiting programmes is the University of Florida Project headed by Ira Gordon. His technique was to use disadvantaged mothers to teach mothers how to stimulate their infants. The programme included teaching the mothers to make simple toys from "found materials". A few programmes analyse family relationships so as to identify different styles of education in the home, and teach young mothers how to understand and educate their children."

4. Each of the categories, Omnibus Programme, Training Para-Professionals, and Community Involvement is included in the activities of 33% of the Projects in Table I. The ominibus programmes use a wide variety of fostering techniques for parent participation, ranging from pre-natal to school years. Welfare, health, education, nutrition, training, building schools and parent employment, etc. usually form part of the programmes. By virtue of the sharp focus on research, they are attached to Schools of Education of Universities.

5. The Project for Early Childhood Education (PECE), the Child-to-Community Project, (SERVOL), and the Pre-School Education Project (PEP, Dominica) are good examples of Projects which sensitise the community to the needs of deprived children, mobilise the comminity (private and public sectors) to support and become involved in the affairs of Pre-Schools, and enlist the cooperation of parents at different levels of participation. The training programmes in these Projects place some emphasis on how to involve community (Private and public sectors) in the operation and management of the schools. There is evidence of the building of parent and community confidence in the schools. The curriculum[+] has environmental relevance. In fact "all activities are integrated in a comprehensive community-wide network." It will be noticed that the scope of these three Projects, like Head Start, spans 7 to 8 of the 10 categories in the Table.

6. It will be observed that Group Meetings are not used by many Projects (only 29%) as a method of involving parents in the schools. Generaly, parents are taught in groups how to improve the language skills, and the motor skills of their children. They are also taught child-rearing skills, as well as how to make teaching-learning aids for the schools.

7. Although the term PTA is commonly used by teachers, the Table shows that only 12% of the Projects make use of this form of parent-teacher relationship for the promotion of the school's education programme. The PTA is usually a catylist for communication between the school and parents, and the school and the community.

[+] Curriculum is used to include Matter (content), Method, and Material.

Research findings indicate that disadvantaged parents are concerned about their children and are therefore willing to cooperate with school personnel when a plan is devised that is within their capabilities. Research findings indicate also, that on the whole, parents who become involved in the education process of their children show gains in language abilities, and positive change in attitudes. At the same time the schools which facilitate functional interactivity of home-community-school are more flexible in their educational activities and classroom episodes, and also more creative in the development of a curriculum that is relevant and appropriate to the developmental needs of the children, and to the values, beliefs and social realities of the society.

CHAPTER II

ATTITUDES TOWARD BASIC SCHOOLS

Between 1966 and 1976 the Jamaican society witnessed an ever-increasing interest in, and concern for Basic Schools. This steady upsurge of interest and concern was demonstrated by the public and private sectors -- although it was the latter which set the pace. Today nearly 60% of the children in the age range 3 to 6 years are enrolled in Basic School, Infant Schools and/or Infant Department.

In due course, knowledge of the developmental deprivations and deficiences of Basic School pupils brought about anxieties concerning the development of the human resources of the society, and the need for vigilance against the disfunctionality of a large segment of the young population. These and other display of worriness contributed much to the change of attitude toward Basic Schools.

In this chapter an attempt is made to summarise the attitudes which interviewees had taken through the strength of their feeling toward Basic Schools during the decade, 1966-76.

The study was necessary to satisfy a felt need for some assurance as to the status of Basic Schools in a society in which its position was unclear. This lack of clarity was due to the absence of an official frame of reference of Basic Schools vis-a-vis the school system, and, to a certain extent, to the fact that their functions, philosophy and objectives were not clearly defined. Equally unhelpful was their source of chief support -- the low/no-income bracket families.

Persons with a variety of experiences and association with Basic Schools were the interviewees. They represented people from differing socio-economic strata, localities and positions of responsibilities. The composition of the sample was as follows:

Public Sector	5	interviewees
Quasi Public Sector	5	"
Teaching Profession	6	"
Private Sector	5	"
Teachers' College	3	"
Voluntary Organisations	5	"
Service Clubs	3	"
	32	Interviewees

It will be noted that neither the parents of Basic School children nor the teachers were interviewed. This was intentional, since the purpose was to tap the opinion/attitude of influential people -- some of whom could have a say in policy.

The interviewer[+] and the author contacted each of these thirty-two persons, spread over the above categories, for permission to interview them. In one case the Interview Schedule[*] was sent in advance of the visit, since this had to be done in keeping with the rules of protocal. Each interview lasted from forty-five minutes to ninety-minutes, depending upon the degree of interest and enthusiasm of the interviewee. On the whole everyone interviewed said much more than was needed for this study.

The result of the responses is presented without attempting to go into more details than are necessary. Every effort has been made to reveal the thinking of the interviewees. To achieve clarity and bravity the responses to each question were grouped

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[+] Audrey Anderson -- then Deputy Director of PECE.

[*] Appendix A.

with a view to presenting as complete a "corporate coverage" as possible of the opinions expressed to each question, but where an interviewee voiced a pertinent opinion so different from the others, this was included in the findings which follow:

I. How Interest in Early Childhood Education was Aroused

1. A general examination of the island's education system showed up the serious shortcoming in the provision for early childhood education;

2. Newspaper accounts of the Headstart programme aroused an interest in the educational plight of poor children;

3. The talks on Radio and the discussions on T.V. convinced us that the majority of the young children in Jamaica were in need of an early start in school if they were to succeed in the primary school;

4. The activities of early childhood education Month -- the floats, the open days, the T.V. and Newspaper coverage -- appealed to one's conscience;

5. The staff of PECE mounted a publicity campaign to which we could not help responding;

6. The Sunday Basic Schools conducted by the staff of PECE for the benefit of the community was intriguing;

7. The training courses at the University of the West Indies, and the two times per month workshops created curiosity;

8. Appeals from the Pulpit of Churches for us to become interested in the work of PECE,

9. The name Bernard Van Leer Foundation was new to us, and we were inquisitive to know what it was doing with these children;

10. The exhibition of teaching aids in the Parish Library attracted the attention of all of us, and made us resolve to help these teachers continue their good work;

11. Some of our VIP citizens made special appeals on the T.V. -- they described how much their eyes were opened to the needs and work in the Basic Schools;

12. In the Minister's budget speech, he made some references to Basic Schools and the new teaching there.

II. The Part The Church Should Play in Early Childhood Education

1. The church should in its own interest play a significant role in training the child when he is young, therefore they should promote Basic Schools as part of their outreach activities;

2. More church building should be made available for Basic Schools;

3. The church should encourage members with teaching potential to volunteer to work in Basic Schools;

4. The church should use qualified people who are church members to conduct parent education programmes as part of the church's activities;

5. The church should encourage its members to be "friends of Basic Schools" for purpose of raising funds for these schools, making teaching aids, and doing other odd things for the schools;

6. The church should have an on-going programme for teenage mothers to help them know how to care and rear their children;

7. Some churches can organise a feeding scheme for these children.

III. Forms of Involvement in ECE

1. Participated in the decision to start a Basic School;

2. Sponsored some children who are attending school - providing clothes, lunch and books;

3. Visited the school and volunteered to help the teacher;

4. Helped with fund-raising functions to improve the school facilities;

5. Transported cardboard, and other things to PECE and schools;

6. Helped to collect and save discarded things like milktins, bottle stoppers, boxes, pieces of cloth, for distribution among Basic Schools;

7. Joined in parish promotion campaign, like "floats", for involving others.

8. Organised work gangs for repairing schools and making benches;

9. Secondary school children organised in Basic School clubs to make toys, charts, uniforms for Basic Schools in their neighbourhood;

10. The boys of the Technical Schools were organised in work groups to give one week for repairing Basic School furniture;

11. Sponsored teachers to courses and workshops;

12. Accepted responsibility as member of the sponsoring body and did house to house visitation to counsel parents about Basic Schools;

13. Participated in radio and T.V. programmes on Basic Schools;

14. Helped to organise "Sponsors Days" for exchanging experiences with other sponsors and updating our knowledge of Basic School regulations;

15. Invited Service Clubs to take an active interest in the needs of Basic Schools;

16. Organised approach to international agencies to offer help to Basic Schools;

17. The Sugar Welfare Board organised a nutrition programme for Basic Schools in the sugar belt;

18. The Land Authority Department offered land, materials, labour and supervision for construction of Basic Schools within its sphere of operation;

19. The Jamaica Agricultural Society initiated a drive for its members to be involved with Basic Schools within or near its branches;

20. The Jamaica Women's League invited its members to give help to Basic Schools in service or in kind;

21. Relatives of deceased in announcing funerals expressed "no wreath, Donations will be accepted at the service in aid of ....Basic School";

22. Hotels arranged fund-raising drives for Basic Schools, and sponsored schools near to them;

23. High Schools and Preparatory Schools adopted neighbouring Basic Schools, and shared certain facilities -- play area, canteen, library;

24. Life Insurance Companies and Savings Banks sponsored Basic Schools, Teacher and/or children;

25. The Parish Councils which operate the special Employment Programme to ease the unemployment in different parts of the island agreed to permit women in the Programme to serve in Basic Schools.

IV. Attitude Toward Theory of Community School

1. Agree, on condition that there is the quality leadership in the community;

2. The Government should provide the basic facilities to ensure a minimum, and then require members of the community to run the school;

3. Agree, but the government should be responsible to the country for the quality teaching that takes place in Basic Schools;

4. We believe that the strength of Basic Schools depends upon the quantity and quality of the community involvement;

5. Agree, as the Community will help to protect the schools from vandalism;

6. The community school idea is a sure way of getting parents and members of the private sectors interested and involved in the activities of the school and the needs of the children.

V. Government in Partnership with Community

1. When the Government is in partnership with the community it will be possible for the society to have more faith in Basic Schools;

2. It would be a healthy situation if the Government's partnership with the community could be similar to that of the Van Leer Foundation with the Sponsoring Bodies;

3. Government's partnership with the community must be demonstrated by the recognition of more Basic Schools yearly;

4. The Government's contribution to the good teaching in Basic Schools while the community provide the school building is a good sign of partnership between the two;

5. Another good sign of partnership was seen when the Ministry granted permission for the Infant School and Grade I teachers to attend the Basic School teachers' Workshops,

6. The partnership is shown by the improvements in the subsidies, and the provision of some new ones;

7. The Demonstration Schools which were established and maintained by the Government are indications of Government's willingness to be in partnership with the Community in upgrading the work of Basic Schools;

8. Three very important contributions by the Government suggest their willingness to enter into partnership with the community·

    (a) Tax release is offered to companies that help Basic Schools up to a certain amount,

    (b) Housing schemes are requested to include provision for Basic Schools to serve the residents,

    (c) Every effort was made to use the Van Leer PECE materials in the Basic Schools, Infant Schools and Infant Departments.

VI. Interviewee's Highlight of Involvement

1. Visits to workshops to address the teachers and give them hope and support;

2. Participation in building a Basic School in an area where the people expressed a great need for one;

3. When at a closing ceremony of a Basic School Teachers' Course, many people and organisations were presented with CERTIFICATES OF INVOLVEMENT, in recognition of their contribution to Basic Schools;

4. I was thrilled to see how much some of the Basic School Teachers had grown in confidence and professional outlook after just one year with the Van Leer programme;

5. My involvement was crowned when I witness how the Basic School teachers were teaching so competently -- I felt that my effort to help them was worth the while;

6. Our highest moment was when we saw how much attention was being paid to Basic School teachers at last -- they could feel like teachers;

7. The highlight of involvement was when very poor parents raised over J$2,000 toward the building of a Basic School in a very remote area, and the youths of the community gave time to build the school;

8. When the children showed how much they were learning at the Basic School through their performance at concerts -- everybody was surprised;

9. To see how cheerful the teachers were despite the very low fees, and the terrible conditions under which they work. Everyone is encouraged to do more for the schools.

VII. Where Government Should Go From Here

1. The community should continue to play the major role in the administration of Basic Schools. This would give them a sense of pride.

2. There should be a greater merge of government and the community, and some more training for Sponsoring Bodies should be organised by the Government;

3. The Government should continue the Van Leer Training for Basic School teachers, arrange for the award of certificates after a number of such courses and workshops;

4. In the not too distant future the salary subsidy should not be less than the minimum wage of a worker in the special employment programme (crash programme);

5. The Government and the community should together aim at providing more health care and a better organised feeding programme for Basic School children;

6. The feeding programme should be available to every child who attends a recognised or unrecognised Basic School;

7. Since Basic Schools will continue to be community schools, the Government and the private sector should build/organise a Basic School teachers' College where Basic School teachers will have three to six months training, so as to improve the quality of recruits to these schools;

8. The idea that Basic Schools with an enrolment of 240 or more children may employ a college trained teacher as principal should be pursued vigorously;

9. The University as part of the community should take a more active part in ECE by offering courses for the improvement of teachers and supervisors.

The findings recorded in the above subsections I to VII do not cover all the comments volunteered by the interviewees. The full type written material is filed away in the archives of CECE. Nevertheless, the data do give a profile of the attitudes of a cross-section of the private and public sectors of the community. They illustrate not only an enthusiastic positive attitude toward Basic Schools, but also a dynamic functional interactivity of home-community-school.

CHAPTER III

DEVELOPING FUNCTIONAL INTERACTIVITY: ATTITUDES, PRE-REQUISITES, AND STRATEGIES

Attitudes of the Triumvirate

Grant[+] claims that:

> "There is abundant empirical evidence to support the belief that no school programme can by itself overcome the deficiences of pre-school "inexperienced" children---- From the point of view of learning time, it is conceded that the compensatory and developmental education programme offered by the Basic Schools cannot outweigh the influence that the home and the community exert on the children. On the basis of this conviction, it became evident that if PECE was to succeed, and if the Basic Schools were to receive greater support, there must be cooperation and alliance between teachers, parents, community and others involved in the business of education."
>
> "Parental and community involvement represent a way of harnessing the voluntary spirit which has always been a remarkable feature of the Jamaican way of life."

These quotations give a clear indication of the PECE staff's beliefs in and value of parent and community participation/ involvement in Basic Schools. Because of the low education level of the parents of the Basic School children, and because of these

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[+] Grant, D.R.B. Training Teacher Trainers and Para-Professional Teachers. Jamaica Publishing House: Kingston, Jamaica, W.I., 1982.

parents' tardiness and/or inability to articulate their ideas clearly, they are prone to depend upon exogenous shocks to their needs and to those of the community. However, this should not be interpreted to mean that these people have no contribution to make to the innovative practices introduced for their benefit. Therefore, it behoves everyone concerned with Basic Schools to find ways and means of involving the community in the affairs of the schools, and of making the schools respond to some of the realities of the community.

It is imperative for the three institutions to have their interpenetrative activities:

(i) result in improved responsiveness of the schools to the community. That is, that there is increased congruence between what the schools do, and what the community expects them to do;

(ii) result in additional affective and material support, which the community is able to give to the schools -- "lay people bring new perspectives, and new attitudes" and rare skills to the school situation. Support here means that the community sees the schools as institution worthy of their cooperation and/or reinforcement in order to make them more effective places for teaching and learning. Experience reinforces the "participation hypothesis" that the quality and quantum of support is usually in proportion to the status and process ~~of~~ the involvement, and the broader the base of community involvement the greater the prospect for support;

(iii) result in improved educational achievement on the part of the children, which is empirically proven to be one of the chief and more lasting outcomes of parental involvement in school activities. Charles Mowry[+] found "a strong relationship between high participation by parents and better performance on intellectual and task-oriented measures;"

(iv) result in greater possibility of sustaining the programme because of greater understanding by parents, et al. "Participation with others in decision-making groups usually leads to a commitment to the group's actions."[¢]

Support for these four highlighted objectives of participation/involvement seems to be provided by Frederick Mosher[*] who points out that,

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[+] Mowry, Charles. "Investigation of the Effects of Parent Participation in Head Start." Denver, Midco Educational Association, Ltd., 1972.

[*] Mosher, Frederick. Governmental Reorganisation: Cases and Commentary. Indianapolis: Bobbs-Mervill Company, Inc., 1967.

[¢] Havelock, Ronald. Planning for Innovation Through Dissemination and Utilization of Knowledge. Ann Arbor, ISR: 1971.

> "Participation in decision-making within a group or larger organization increases one's identification and involvement with the group and the organization; it also identifies him affectively with the decision itself and motivates him to change his behaviour and to make the decision successful; it contributes to his motivation toward the accomplishment of organizational or group goals - i.e., it helps fuse group and organizational goals with individual goals; it contributes to morale in general, and this usually contributes to more effective performance on the job - i.e., higher productivity... Participative practices contribute to the "self-actualization" of the individual in the work situation and to the lessening of the differentials in power and status in a hierarchy."

Community Schools

The development of interactivity between Basic Schools and the community has its roots in the fact that the church was the founder of primary and early childhood education. As in its religious activities, the church depended on its congregation and the general community for support and expansion of its education programme.

There are at least three senses in which the term "Community School" is used. In the Plowden Report[+] it is used to "mean a school which is open beyond the ordinary school hours for the use of children, their parents, and, exceptionally for other members of the community." The idea behind this definition is that provision is made for making "fuller use of the school buildings" for the benefit of non-formal education classes for adults, and/or for extended hours of teaching the less able children.

In the Jamaican context the term describes the sponsorship of Basic Schools. The need for the school is expressed by the

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[+] His Majesty's Stationary Office: Op cit.

community; the school is built by the community, it is managed by the community, and it is maintained by the community.

To curriculum developers the concept of community school has been broadened to include bringing the community into the classroom, and taking the classroom into the community. The Jerusalem Seminar[+] concluded that,

> The community school should also function as part of a method of integrated community services for the disadvantaged. In many countries, children and family services dealing with health and social welfare are organised separately from the education system. A well-conceived preschool programme could link these separate agencies to produce an organisation suited to the local needs of the disadvantaged community."

Figure B below illustrates the ripple of interpenetration referred to in the definitions and the quotation above; and developed by PECE.

[+] Bernard Van Leer Foundation. Seminar Report: Curriculum in Early Childhood Education. The Hague, 1974.

Fig. B

Ripples of Interpenetration

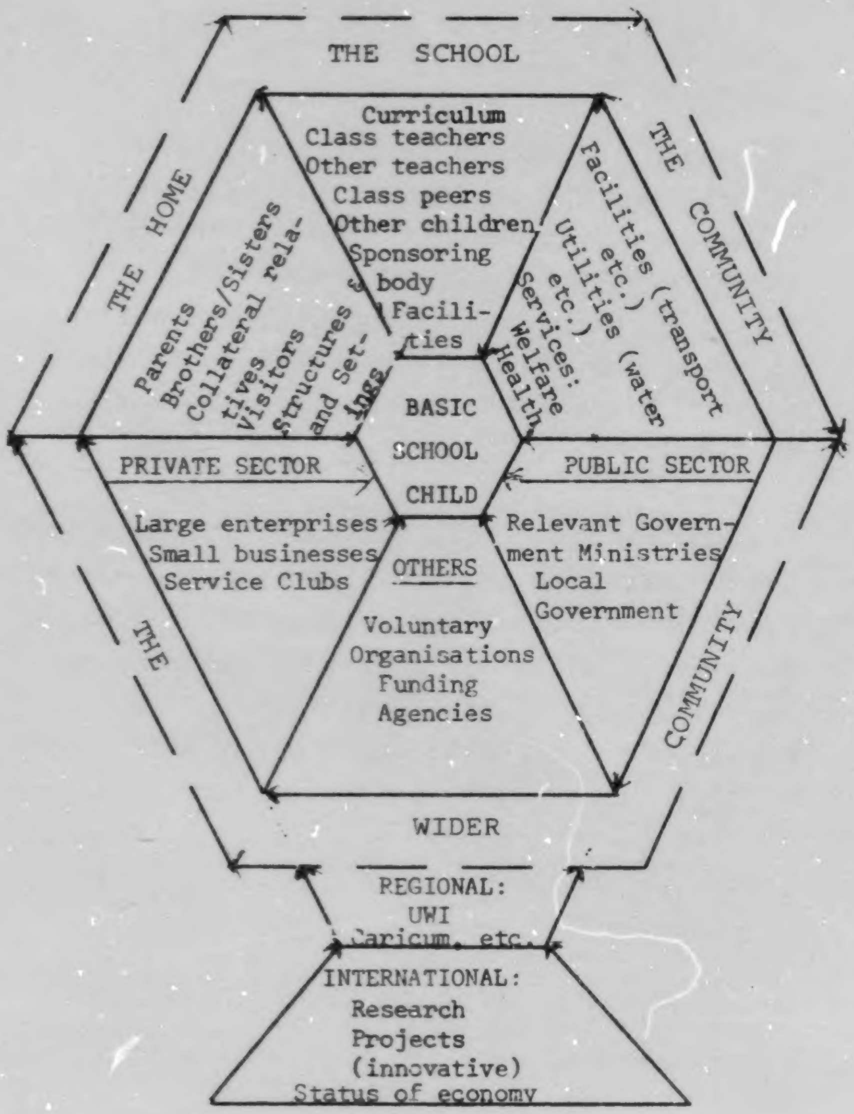

THE SCHOOL
Curriculum
Class teachers
Other teachers
Class peers
Other children
Sponsoring body
Facilities
THE HOME
Parents
Brothers/Sisters
Collateral relatives
Visitors
Structures & Settings
THE COMMUNITY
Facilities (transport etc.)
Utilities (water etc.)
Services: Welfare Health
BASIC SCHOOL CHILD
PRIVATE SECTOR
Large enterprises
Small businesses
Service Clubs
PUBLIC SECTOR
Relevant Government Ministries
Local Government
OTHERS
Voluntary Organisations
Funding Agencies
THE WIDER COMMUNITY
REGIONAL:
UWI
Caricum, etc.
INTERNATIONAL:
Research
Projects (innovative)
Status of economy

Figure B does not only summarise the message of the functional interactivity of home-community-school, but also indicates that the regional and international communities do exert some influence on the national values, beliefs and realities, which affect the status and process of people and things in a local setting. Also, the message conveyed in Fig. B is that in the early years, (and during his life-span):

(i) the child is affected by the structures and settings[+] of the home;

(ii) the child is exposed to the influences of the school, which is guided to some extent by the values and beliefs of the home. The child's behaviour and performance at school are dictated by the home structures and settings, as well as by the relevance and appropriateness of the experiences provided by the school, curriculum;

(iii) the facilities, utilities and services found in the immediate community influence the experiential background of the child, and contribute to the developmental processes in the home and the School. To a certain extent the attitude of the family and collateral relatives prescribe the quality and quantity of the welfare, health and education services, as well as of the facilities, utilities and economic status of the national community;

(iv) the public and private sector, voluntary organisations, etc. are kept afloat by the level of the economy of the country, and the advent of funding agencies is dependent upon the activities on the regional and international scenes. These give rise to confidence or fear which **tends to**

[+] Grant, Leo-Rhynie, Alexander. Op cit.

liberalise or frustrate participation in philanthropic and/or conscience-oriented projects.

It is because of this interplay of interdependence of each segment why the term interpenetration has been used to label Figure B. Anyone involved in developing an early childhood programme must become aware of the possibility of, and necessity for the interpenetration of these segments (Fig. B), and should be capable of initiating it and causing it to develop, even in poor areas.

In the Jamaican context sponsorship of Basic Schools is one of the areas in which participation is clearly evident. Table II shows this in a sample of Schools.[+]

TABLE II

Sponsorship of Basic Schools

Number of Schools

Sponsors	St. James	Hanover	Westmoreland	St. Eliz	Trelawny	St. Ann	Manchester	Clarendon	St. Cathrine	St. Mary	Portland	St. Thomas	Kingston	St. Andrew
Church	6	7	10	13	3	10	5	12	15	14	13	2	22	9
Voluntary Organisation	5	1	5	7	1	4	6	7	11	5	6	3	2	6
Community	3	2	2	6	3	7	3	11	11	10	3	5	8	1
Individual	25	16	25	32	18	20	26	61	35	14	32	23	16	1
Owner	1	-	1	-	1	1	-	-	1	1	3	32	50	22

[+] Grant, D.R.B. "Basic School Background Information and Baseline Data" (typed) November 1983.

When this Table is studied with other Tables in the document from which it is extracted, it will be noted that although the church owns/provides a high percentage of the Basic School buildings, the church per se sponsors only a small percentage of the schools. Nevertheless, Table II gives a picture of the spread of sponsorship - hence an indication of the involvement of different community groups in this phase of the administration of Basic Schools. It must be pointed out that the Government assumes responsibility/sponsorship for 29 Infant Schools and 87 Infant Departments, both of which cater for children 4-6 years old.

Levels of Interactivity

Generally it would appear that in early childhood education participation is used interchangeably with involvement. In PECE these terms are used with reference to two of the levels of interactivity in the school-home-community. The staff believed that:

(i) every parent has some skill to offer the school,

(ii) every school can develop outreach activities that will benefit the community,

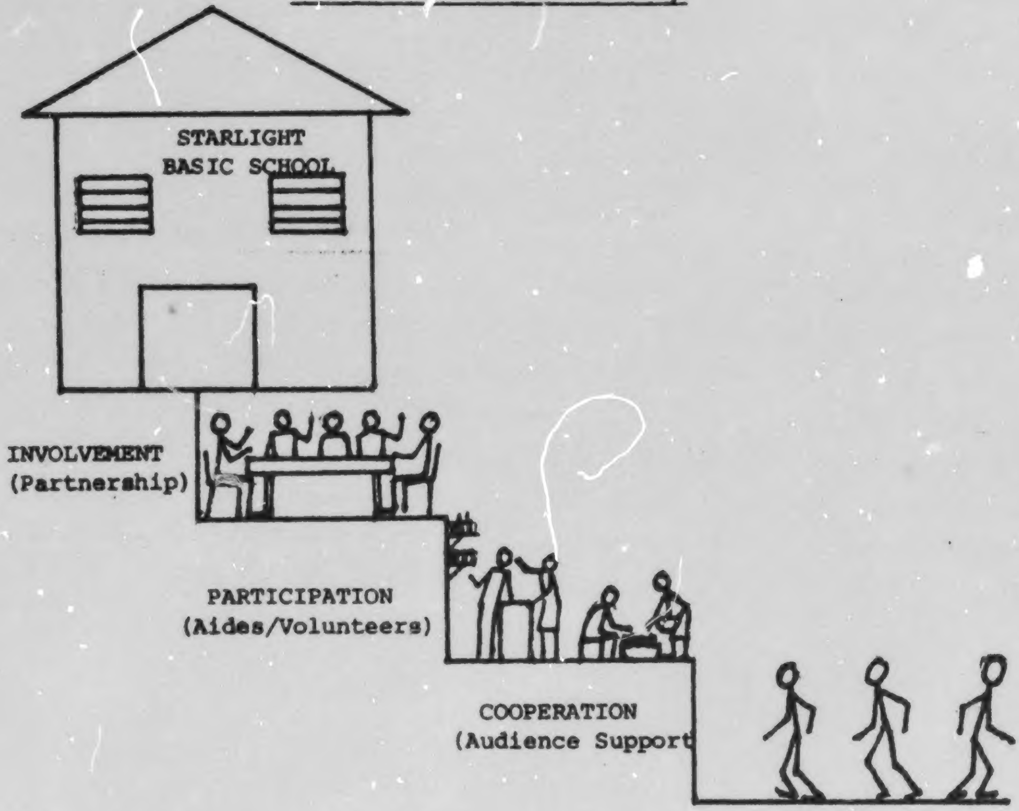
(iii) the people in a community have a better idea of their needs, and of what can be done for them, than those from the outside.

It is most inportant to recognise that not everyone can operate at the same level of interactivity. Therefore, it is necessary to provide for levels at which individuals can perform comfortably and with confidence.

PECE has by experience identified three clearly marked levels of parent and community collaborative interaction with Basic Schools. The level of interaction is dependent upon the functions to be performed. These levels are shown in Figure C below:

FIG. C

Levels of Interactivity


STARLIGHT
BASIC SCHOOL
INVOLVEMENT
(Partnership)
PARTICIPATION
(Aides/Volunteers)
COOPERATION
(Audience Support

From the above Figure it will be noted that cooperation is the lowest level of interaction. At this level the parents/community are expected to lend audience support to the School.

They are asked to make an input at points and in times of crisis; and only for something on which unilateral decision has been taken. Their only responsibility is to attend a function, followed by very little concern as to what happens thereafter.

At the second level -- Participation -- members of the community are asked/expected to be responsible for stalls at functions, sell tickets, be members of ad hoc committees, and help with canteen duties, school trip duties and make teaching aids. After some training/experience parents/members of the community who have gained confidence, and/or demonstrated certain skills, could be "promoted" from the cooperation level to this "second level"

The third and highest level -- Involvement encompasses, "shareholding"/"Partnership". At this level the parent/community is "bound up with" every phase of the operation, is expected to "work as equal" in thinking out the what, the why, the how, as well as deciding standards, evaluative procedures, and follow-up activities. They help with some teaching duties, making toys and teaching-aids, canteen work, school outings; serve on Management boards/committees in various capacities, etc.

Grant points out that

> "each community must be educated in its role-functions as co-workers with the school ---- realising of course, that not all communities and/or parents start or can work at the same level. There is need for support at and from each level, and some people in the community can be trained to "graduate" from the lower to the second and third levels, and from the second to the third level."+

+ Grant, D.R.B. Training Teacher Trainers and Para-Professional Teachers.

Defensive Attitude Toward Functional Interactivity

During the slave days the family and the canefields served each other, in that, the family received food etc. channelled through these fields, while the family in return and in addition to working in the fields, was expected to provide additional labour through the children. In the industrialised countries a similar "one hand wash the other" situation existed in many industries where the major recruiter of workers was the family. However, with the abolition of slavery and the enactment of child-labour laws, a different type/status of family work-place loyalty developed, and therefore management insisted on separation of family and work-place. Unfortunately, the schools seemed to have followed the model set by the industries, and so the family had very little or nothing to do with the operation of the school.

Until the advent of the Head Start programme school teachers were not given to forming a working alliance with parents and/or groups outside the school. No one was encouraged or permitted to "meddle with the school business".

During the early years of the Head Start programme the need for change in this common attitude became increasingly obvious for reasons already mentioned, and innovative projects supported by the Bernard Van Leer Foundation began to prove that parental involvement in innovations for the benefit of the underprivileged young child was an important ingredient of sustainability.

Despite these efforts and the growing empirical evidence in favour of functional interactivity David Weikart+ acknowledged that "Community involvement is often a rallying cry, subject to rhetoric but not implementation." There are many reasons for the defensive

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+ Weikart, David P. "Looking Forward: Integrated Participation in the Process of Change". Paper presented at the Third Western Hemisphere Seminar. Cali, Colombia, 20th-31st March, 1979.

attitudes toward the functional interactivity of home-community-school:

(i) Lack of understanding/experience:

(a) not many teachers have the necessary training/ experience in working with parents and/or the community,

(b) generally, the school personnel does not understand the "structures and settings" of the disadvantaged family, and the educational implications of these conditions,

(c) teachers and parents are not fully aware of the advantages of a good home-school functional relationship;

(ii) Incongruity/conflict:

(a) role-functions of the school and those of the parents/community need to be clearly defined, especially in small rural communities where political influence plays an important part in certain decisions. This definition of role-functions is specially necessary in situations where the school is managed by a parent-elected body.[+] It has been observed that parents are usually "inhibited from greater participation in schools becuase they do not have a clear role in their structure."[*]

[+] In Jamaica, this is taken care of by "The Basic School Regulations 3676" developed by D.R.B. Grant for the Ministry of Education.

[*] Commonwealth Secretariat: "Report of a Commonwealth Regional Seminar/Workshop: Cook Islands, 8-22 September, 1976.

(b) the teacher, sometimes, is afraid of/wishes to avoid personality clash with the elected leadership, especially that with a haughty disposition. Since this is likely to lead to the non-maintenance of a durable relationship, the school tends to avoid the parent/group of people --- they "back quarrel before fight".

(iii) Aloofness of school personnel:
in too many instances, the school personnel expects parents, etc., to come to the school. Experience has shown that the best foundation for school-parent/community inter-relationship is laid by the school going out to meet parents on their own ground.

(iv) Parental Problems:

(a) some parents are afraid to "interfere" with the school -- "that is teacher's business". The fear is sometimes due to the parent's feeling of inferiority or inadequacy complex resulting from low economic and/or educational status,

(b) too many poor parents have stresses which undermine their confidence, make them withdrawn, and/or cause them to look upon the school as a "place where their children go away from them."

(v) Attitude toward the poor:

(a) the patronising attitude of the average school personnel -- teachers and sponsors -- toward the underprivileged parents lead them to think of these parents as being so poor and ignorant, that they cannot act without instructions from "above",

(b) this incompatibility between the management structure of the school and parent/community participation may be due to the inflexible method of operation/control created by the management -- concern is more for control than for service, and interest is more in maintaining the status quo than in partnership operation.

The above defensive attitudes are not unsurmountable obstacles. If early childhood education is to have the greatest possible effect on the developmental pattern of children who are enrolled in Basic School, the school personnel need to be aware of and understand the implications of the research findings on the significance of experiments on models of functional interactivity of home-community-school.

Pre-requisities of Interactivity

In the light of the above defensive attitudes toward interactivity, and our belief in their surmountability,

> "Educational bridges, many of them, are needed to connect the insular school with the community mainland. But, before such bridges are utilised, constructed, or even designed, the educational worker must become acquainted with that mainland topography. ------- He must understand that an adequate community analysis is always essential to community understanding and activity."+

Implicit in the above quotation are suggestions of prerequisites for initiating and implementing functional interactivity of home-community-school. The Alabama Education Association* seems to be more explicit in detailing the prerequisites of interactivity in the following capsule statement:

> "First and foremost in the drama of education is the social scene in which it is enacted. The school is in the midst of all the elements of this scene -- the soil and climate; the land, the streams, minerals and timber; the people --; their homes, farms, factories, shops and roads; their work and play; their houses and gardens; their food and clothing; their amusement and folkways; their government; their problems of disease and crime; their poverty, their wealth; their vanishing natural resources, their economic uncertainty; their insecurity of position or place; their joys and sorrows; their children, and anxieties for the future."

These two quotations indicate the scope of the interpenetration that is expected to take place if the Basic School children are to achieve their innate potentials, and if they are to be assured the maximum democratice "Rights of a Child". It is generally agreed that for success to attend any early childhood programme, there must be a cooperative atmosphere in which the three institutions "work together for good". What

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+ Olsen, Edward G. School and Community. New York: Prentice-Hall, Inc. 1946.

* Alabama Education Association. Social and Economic Conditions in Alabama and Their Implications for Education. Montgomery: 1937.

are the pre-requisites for this togetherness?

(i) School personnel and administration should not make the mistake of conceiving the parents and community (especially the rural ones) in terms of their own making. Many of these people, though poor, "may not have education, but they have studyration";[+]

(ii) In selecting representatives of parent/community with whom to hold initial discussions, care should be taken that they represent the different groups and structured patterns;

(iii) Due consideration should be given to the inclusion of fathers and the youths in the participatory process;

(iv) During the orientation stage of participation it would be advantageous if the first set of programmes were down-to-earth. The objective of the programme should be attainable within a reasonable time, and its dissemination undertaken within the envoronmental circumstances.

(v) Experience has shown that innovative programmes, especially the initial ones, should be less exogenous in their approaches, and more in harmony with the character of the people -- their ways of thinking and doing things -- hence the frequent use of the terms relevant and appropriate in the PECE activities.

[+] A Jamaican wittism which emphasises the fact that although the person may not be learned, he has common sense and relevant information not found in a book.

(vi) In order to ensure parent/community collaboration the initiators of programmes should include different levels of community cooperation as a built-in facet of such programmes from their inception through the development and evaluation stages. Opportunities for parent/community support to be upgraded from level to level should be provided in the scheme of operation.

(vii) Some programmes will require the support of the public sector, therefore, an imperative prerequisite is for the proponents of the programme(s) to study the government's present and projected policy and commitment as well as their partnership and inter-sectoral potential. This knowledge could be used to develop a time-frame of activities, the preparation and phasing-in strategies, and the process and status of the private sector partnership.

(viii) It is imperative that the leadership of the programme, and the "meet-the-people" personnel have the confidence of the potential direct/indirect beneficiaries of the programme. In the case of PECE, the Basic School teachers, et al, observe that, "the PECE staff dem full we eye", -- the operative term is, "full we eye".

(ix) A crucial pre-requisite is a willingness on the part of the teacher, the parent and the community to accept each other's sincere interest, good intentions and special skill/competence. This is best actualised and made secure by "doing unto others what you would like done to you" in respect of the courtesies in/of communications, as well as by regarding the support as much more than a means of funding/providing cheap labour, etc.

(x) The administration should be prepared

  (a) to accept setbacks as a normal process of change, and as essential learning experiences,

  (b) to surrender to parents/community the right to make decisions, (sometimes under guidance).

(xi) The evaluation process should stress accountability to organisers of the programme as well as to the people served by the programme.
It is crucial that more attention be given to parent/community involvement in the evaluation and/or feedback process.

From the pre-requisites outlined above, it is evident that for any kind of innovative programme to succeed, the support links between the school and the home and community must receive very serious consideration. It is evident, also, that the implementation of the functional interactivity of home-community-school is a simple, yet complicated exercise, depending on the imagination, patience, flexibility, experience, personality and conviction of the triumvirate.

Strategies for Implementing Functional Interactivity:

Based on the results of PEP (Dominica), SERVOL (Trinidad) Athlone Learning Centre (South Africa), and PECE (Jamaica) it seems safe to suggest that innovative education projects which achieve success and international recognition for contributing to the positive development of the underprivileged, are those whose high priority is participation/involvement of parents/ community. In each of these projects there emerged the conviction that the school cannot by itself educate the children, and if the atmosphere of education is to be relevant and appropriate to the developmental potential of the children, the attitude of the parents toward education must be changed. The experience of these projects has confirmed that the best way to effect parental change of attitude toward education is through the involvement of these parents in the children's education process. Despite the positive effects of these projects, as a result of the happy attitude of school and home, and despite the findings of research with reference to the relationship between home-school collaboration, and the child-performance at school, the functional interactivity of home-community-school remains a low priority/accomplishment within the school system.

One of the important lessons emerging from the experiences of these projects (and others) is that a participatory society is a sine qua non for the effective education and care of Basic school children. To apply this lesson it is necessary to develop strategies for a two-way dialogue -- the school going out to the community and parents, and the community coming into/supporting the school. Of course, strategies will vary from country to country, and from area to area within a country, but the overall objective of ensuring parent/community cooperation, participation, and involvement should remain basic to the initiation and development of projects aimed at developing the innate potential of the Basic School children.

Process

The Projects in Fig. A provide enough evidence in support of the efficacy of developing and maintaining a climate and procedure whereby there can be a constant collaboration and flow of ideas among the triumvirate. Two facets are evident in such a tripartite dialogue. First, the staff members of the Schools must become committed to and involved in the affairs of the community. This can be done through active participation (including membership) in organisations and services outside the sphere of the schools. It is realised that the decision regarding participation and/or membership in an organisation is the prerogative of staff members, but experience has shown that this is a safe way of getting the dialogue started and maintained on a safe note and with the feeling of mutual confidence and trust. It should, therefore, be a policy of **projects** to encourage such staff participation. Second, parents and the community must become involved in the deliberations preceding the launching of **innovative pro**grammes. This is essential in order to understand and support the ideas, and to enrich the experiences within the system in which the ideas are translated into teaching-learning activities.

The tripartite alliance in PECE was based on the interplay of each segment of Fig. B, and on the following multidimensional AWARENESS developed as a result of the tripartite dialogue:

(i) The programme directorate's AWARENESS of the structures, settings and resources of the community;

(ii) The Basic School teachers' AWARENESS of their own upgrading needs, of the children's developmental deficiencies and strengths, and of the community resources;

(iii) The community's AWARENESS of the needs of Basic Schools, and Basic School children;

(iv) The Parents' AWARENESS of their role-functions as facilitators in the developmental process/pattern of their children;

(v) Everyone's AWARENESS of the need to help each Basic School child see himself as someone of worth, capable of becoming a "functioning self".

This quintet of AWARENESS was developed by the PECE staff through a variety of processes involving over five hundred Basic Schools. In its experience the staff found no custom-tailored answer to the question, "how should one go about developing this functional interactivity?" But the following four examples of approaches are given to illustrate the common methodological elements, and the differences due to obvious circumstances:

Approach # 1: PECE (Jamaica)

(a) The social action technique was used -- a few people recognised the problem, and decided to do something about it; then we

(b) Discovered other people who seemed interested in the problem, and began the exploratory discussion,

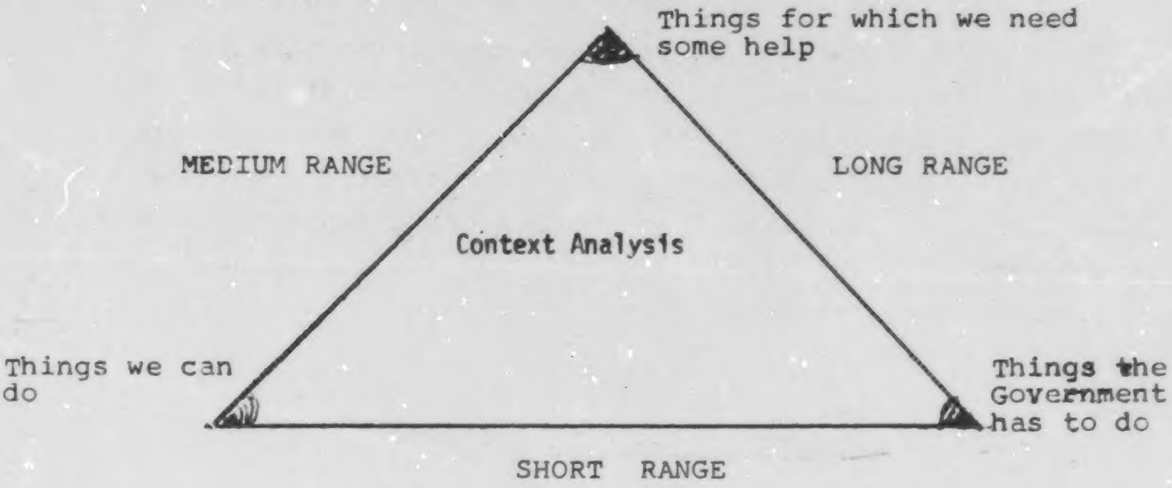
(c) Studied the community to ascertain the strengths and weaknesses of its resources in terms of people, places, things (buildings, beliefs, values, etc.);

(d) Determined the scope of the problem(s) including target population, through religious organisations, the Jamaica Agricultural Society branch, youth clubs, friendly societies, health clinics, teachers' associations, public bodies in the area, industrial associations/organisations, citizens in the area, etc.

(e) Identified a few key people, involved them in the ground floor planning (including relevant public sector).

(f) Examined the data ((c) and (d) above), and helped (e)

- to define objectives,
- to identify priority based on:


Things for which we need some help
MEDIUM RANGE
LONG RANGE
Context Analysis
Things we can do
Things the Government has to do
SHORT RANGE

- to study alternative ways to resolve the problem(s) and selected the plan to follow,
- to decide on needed resources, operational structure, etc.

(g) Prepared plan of work, including organisation of resources (funding, staffing, etc.)

(h) Went to public with the idea - make contact with influential people, organisations, the news media, etc.

(i) Developed during developmental stage, community centered and articulated structure that would

(i) serve the school,

   (ii) be served by the school,

   (iii) prosecute the project vigorously

(j) Publicised all activities and the "actors",

(k) Evaluated (ongoing) the programme with help of community and/or parents. Decided on follow-up and/or extension activities.

Approach # 2: SERVOL (Trinidad)[+]

"The Servol Methodology: From its inception in 1970, Servol has not wavered from its conviction, that there is only one way to help people effectively."

> (a) "First, you get in there and you listen to the people. You listen to them for periods varying from a year to three years. In fact, even when you start doing something with them, you never stop listening. You listen until you are tired of listening and then you listen some more. You listen until all the cultural arrogance has been drained from your mind and you really begin to hear the voice of the people as the important element of their own development, far more important than the wonderful schemes and ideas that are turning around in your busy little brain."

[+] Pantin, Fr. Gerard, "The Servol Caribbean Life Centre Phase II" in SERVOL NEWS, Vol. I # 8, January 1982. Printed by Servol Printing Services, Calvary Hill, Trinidad, W.I.

(b) "Second, you then begin to set up tiny low cost projects which the people have said they want. You are content with a shoe string budget which is best covered by the economic resources of the people themselves and you resist the temptation of injecting large sums of money at this stage. Above all, each step you take you do so having discussed it with the people and having involved them in both the planning and implementation of the project. This is not to say that you totally disregard your own views and your own approach; far from it. But these views, this approach is simply one which you allow to impinge gently on the views and approaches of the community, both sides having respect for the other, both sharing in the learning process."

(c) "Third, you let the thing grow in its own way and in its own time. Sometimes it remains a small significant project; other times, it simply leaps into prominence as an alternative educational model; most of the time, it oscillates between these extremes; not infrequently, it collapses, Whatever the result, there is nearly always a distinct but intangible result in terms of the total developmental process among the community, in which you are merely one of many influences and which stretches over a much longer period of time than your involvement with the people."

"It is easy to see how such a philosophy can bridge cultural differences and span oceans, since it is based, not on current or past philosophical theories but on the concept of RESPECTFUL INTERVENTION in the lives of people. At no time does Servol ever presume to say: this is how a project is run and this is how you must do things. Everything is contingent on place, time and the thinking of the people concerned."

Approach # 3: Florida Model

"An essential element is involvement of parents through organised group activities in all phases of the program. This is accomplished through what we call the CITIZENS ADVISORY COUNCIL (CAC)."[+]

This Council

(a) is formed for a school, and/or "across a variety of schools,"

(b) is made up of representatives from the school(s) and the community,

(c) works with the directorate of the programme, and participates in policy and decision-making from the very beginning.

Approach # 4: Zambian Process[*]

Mufuchani is situated in a rich farm land near Kitwe, a copper-mining area in Zambia. Because of the plight of the people in this shanty village a "team of community development officers, two doctors and adult educators came to Mufuchani with a lot of goodwill to see if they could take part in the revival of human, social and economic activities." The approach was as follows:

(a) Contact was made first at the governmental level and next with the local leadership;

[+] Gordon, Ira J. Building Effective Home-School Relationships. Boston: Allyn and Bacon, Inc. 1976.

[*] German Adult Education Association. Adult Education and Development # 18, March 1982. (Rheinallee 5300 Bonn 2, FRG).

(b) The team had no ready-made plans for the community; they went to learn from the people if the community needed any of the skills the team had to offer;

(c) The team's role was that of a catalyst for social change;

(d) The team was introduced by letters to the local leaders. There was a measure of mistrust, until group meetings were broken down to household meetings to discuss local concerns;

(e) Representatives of the community met in pairs to interview people. Four basic questions were posed, based on

- some community problems and why they are not solved,

- their role in solving these problems,

- major events in the community of interest to them.

(f) Follow-up to the interviews generated much discussion, and identified important problems.

(g) These were put to the community in subsequent planary session and discussion groups.

(h) These discussion groups came up with specific problems and identified

(i) what they could do for themselves,

(ii) what the Team could do for them.

The resulting projects "set the minds of the community working" and "they have stopped looking at themselves as backward human habitation without any hope."

There are at least four important lessons to be learned from the four approaches above. First, that parent/community participation in schools should be sufficiently broad-based to match the breadth of responsibilities which it is envisaged will be shared through functional interactivity. Second, it is imperative that Basic School teachers continue to keep close contact with the parents of their pupils, and that this should be done informally, as well; (e.g. at the supermarket, after church, etc.) Third, whatever barriers and/or defensive attitudes exist in the way of interaction of the Basic Schools and the parents/community can be overcome if the schools reach out to the community. Fourth, teachers should be trained in the art of (a) using community resources and (b) mobilising the community for the benefit of the school and the children.

Undergirding all these lessons is the central aim of the "technical assistance" provided under the four approaches -- to develop a sound operational base as an essential for the achievement of self-reliance among the parents and the community at different levels of functional interactivity with the schools.

Ways of Developing Functional Interactivity

In some of the previous sections of this MONOGRAPH evidence was adduced to show that one of the essentials for educational advance in early childhood education is a close alliance of the school, the home, and the community. This tripartite partnership has joint responsibility for the educational experiences of the children. But, without any doubt, the onus is on Basic Schools to lead in the development of the interactivity, since one of the teacher's role-functions is to establish the necessary cooperative climate and relationship among the three institutions. PECE, supported by most of the Projects in Fig. A, has demonstrated that Basic Schools can develop this functional interactivity of home-community-school in a variety of ways, some of which are exemplified below:

(i) Pre-admission:

A number of Basic Schools arranged evening orientation sessions for parents of potential pupils. During these meetings parents were advised how to prepare their children for school, emotionally, experientially, physically and socially. In the better schools in addition to being allowed to brouse through picture books, and examine the play materials, they were taught a few young children's songs.

(ii) Integration of Services:

One of the important aspects of this "functional interactivity" concept is the inter-relationship of Basic Schools and other educational institutions in the community. Teachers' Colleges use these schools for the teaching practice of those students who are specialising in infant education. The materials developed by PECE have been made available to the Teachers' Colleges and a Senior Lecturer at one such institution has been generous enough to make our materials the core of her methodology lectures - discussions and classroom activities. A few primary schools, too few in number, have established certain links with CECE, and their teachers of the lower primary attend, teach and learn in the Basic School teachers' workshops and courses.

The belief of the PECE staff in the coordination of ministries and agencies in the development of the Basic School children led to the inclusion of health and nutrition programmes as components of the Project. In some areas, sanitation, health facilities and water supply were improved, as a result of representations made by the staff of PECE in collaboration with the P.T.A's. With respect to the curriculum, community workers, like the policeman, the nurse, the shopkeeper, the farmer, the postman, the judge etc. were brought into the school.

(iii) Children's Thoughtfulness

In the Project for Early Childhood Education there was the firm belief that early childhood education programmes should provide opportunities for the children to participate in community activities as receivers and givers. It is imperative that we teach them their roles in the home, the school and the community.

The school should help children to be thoughtful and understanding "citizens" by rendering some community service. One of our schools in a very poor area undertook to make toys for, sing songs and tell stories to patients in the children's hospital,and take them flowers at Christmas.

Improvement of school premises and the community should be important tasks reflected in the early childhood education curriculum. The school is the children's home for a number of hours every work day of the week, therefore they should learn to:

(a) care the public property there,

(b) improve the school environment,

(c) keep the premises attractive and unlittered.

iv. Teacher-Parent Meetings:

One of the strengths of the Basic Schools is the ease with which parents are able to meet the headteachers of the schools, and the class-teachers of their children, formally and informally. The teachers are accessible to the parents for individual interviews; and during the times when the class is "host" to parents, teacher and parents develop a rapport which spells mutual respect and assure two-way support.

v. Home Visitation:

In PECE HOME VISITATION is used in two senses - First (a) the teacher visits the home of a child who has been absent from school over a prolonged period, or who is a potential pupil of the school. In this same way it refers also to the ad hoc visit to those parents who do not respond to the schools' invitations. Second, it refers to an innovative model which supports the idea of working in the home systematically by means of some form of home-visit programme. It is a home-based programme through which the home visitor teaches mothers how to use interactions and core-giving situations to enhance the development of their children.

The major objectives of the Home-Visitation programmes, (second sense), include:

(a) To work with the parent rather than with the child,

(b) To teach and help the parents provide facilitating sensorimotor experiences and language games for their young children,

(c) Through demonstration and practice to teach the mothers how to stimulate their children's intellectual development,

(d) To help the mothers understand the behaviour and developmental patterns of their children.

(e) To help the mothers prepare their children for school, through pre-school readiness activities.

Because in PECE the home visiting programme was supplementary to the main thrust of the Project, the activities of the "home visitor" were limited to:

(a) introducing to parents toys, books, etc. that would widen the experiences of their children,

(b) helping mothers, and others in the household, to make toys from "found materials",

(c) showing parents how to use some activities around the home as constructive learning experiences (shape, set, colour, texture, counting, comparison),

(d) demonstrating to parents some home-caring and child-rearing practices, and how to provide health care for their children,

(e) discussing with parents how to make use of social and welfare services in the community.

Of course, it was recognised very early that the staff members who were involved in the home-visitation aspect of the Project, had to change their role, and, to a certain extent their traditional status behaviour. Whereas in the Project per se, they were teacher-trainers, in the home-based programme they were the guests of the householders, they were subjected to the courtesies of their hosts, and in some instances, especially in the urban areas, they were exposed to all sorts of inconveniences.

Another important point must be made. The PECE home visiting programme was a small supplementary component of the Project, therefore, its activities were limited to the five areas indicated above. However, there are many major experimental models of home visitation which concentrate on proving specific hypotheses re "parents involvement in children's development."

vi. Management of Basic Schools:

In Jamaica the Sponsoring Body is the agency elected by the parents of each Basic School to manage the school. The growth of these Bodies' interest in, attention to, and attitude toward the schools under their charge is shown in Table III.

TABLE III

Dimensions of Basic School Management

The Sponsoring Body	1966-1967		1967-1968		1968-1969		1969-1970	
	Yes	No	Yes	No	Yes	No	Yes	No
(a) There is one	28	19	37	10	43	4	45	2
(b) Meets regularly	8	39	29	18	35	12	40	7
(c) Conversant with regulations	9	38	25	22	34	13	37	10
(d) Businesslike in conduct of school affairs	10	37	19	28	35	12	39	8
(e) Demonstrates concern for improvement of school	6	41	18	29	31	16	43	4
(f) Encourages cooperation between school and community	4	43	15	32	36	11	42	5

The growth under each of these heads, especially in the period 1968-1970 could be attributed to the sponsors' training programme which was conducted during the Early Childhood Education Month (MAY) in each of these years. In a certain parish a business organisation agreed to underwrite the total expenses incurred by all sponsors in that parish who attended the training programmes.

In 1975 the Ministry of Education drew up "Regulations 3676 For Management of Basic Schools."+ Among the Regulations which provide for the involvement of parents in the administration of the Schools are:

(a) "Each Basic School should be managed by a Sponsoring Body of six members elected every three years by the parents of the school. The Body may coopt not more than three members."

(b) "Each Parish may organise an Early Childhood Education Parish Board, (e.g. The St. Elizabeth Early Childhood Education Board) consisting of two representatives from each of the Sponsoring Bodies and two from the Teachers' Fellowship within the parish, and five members coopted by the Parish Board."

(c) "Each instructional zone under the supervision of a Teacher Trainer may organise a Zone Action Committee" with a membership nominated by the Teachers' Fellowship and the Sponsoring Bodies within the zone, augmented by three people coopted on the recommendation of the Teacher Trainer.

+ Prepared by D.R.B. Grant for the Ministry of Education.

(d) Each school was expected to have a PTA organised by the parents, supported by the teachers and guided by the Teacher Trainer. The PTA is expected to be the forum for parents to air their views and exchange ideas with the teachers, offer help in overcoming problems, plan programmes for improving school building/facilities, assist with school canteen work, be informed of the schools and changes, exercise their democratic rights, etc.

The role-functions of each of these decentralised management Bodies, as well as the rights and privileges of the teachers are clearly described in the document.

The effectiveness of the levels of cooperation, participation and involvement in these Schools is best described by pointing out that in 1976-77 the island experienced a wave of vandalism which upset the operation of a high percentage of Primary and Secondary Schools, and even some Churches; but of the 1519 Basic Schools then in the island, only ONE was affected.

vii. Improving Facilities and Fund Raising

The success of Basic Schools is to a certain extent depend on the cooperation and support they receive from community agencies. "The ease with which funds can be raised to help children to improve the school facilities, and the ready response which the appeal receives would seem to indicate the degree of the lessening of deficiencies which plague these institutions and the children they serve."+ Nothing can be nearer the truth. Appendix III summarises the extent of the community (individuals, groups, organisations, etc.)

+ Grant, D.R.B. The Triennial Report, 1966-1969. (Memio) PECE, Bernard Van Leer Foundation, School of Education, U.W.I., Mona, Kingston 7.

involvement in the building, maintenance and furnishing of Basic Schools in the four eastern Parishes of the island. It will be noted that some contributions were terminal, others spanned two to three years, and a few were on-going. Not reflected in the Appendix are the Government's contribution of J$3.7M annually since 1975, the undertaking of each Member of Parliament to build at least three Basic Schools in his/her constituency, the making of some models for educational toys by golden agers and inmates of the prisons.

The Labour Day emphasis on Basic Schools in 1973 and 1974 resulted in over 900 schools being refurbished, and a number of new ones were started/completed. Since then every year Basic Schools have remained high on the list of Labour Day projects for service clubs, youths, etc.

The health of the children did not escape the attention of the Project as donors of schools were asked to include clinical facilities in their building programme; and doctors and nurses were generous in their voluntary contribution in and to these clinics.

viii. Teachers' Aides

It is recognised that parents can play an important part in the educational activities of the school. Those at the Involvement level have served as teachers' aides in the classroom, on the playing field, and on trips to places of interest. Many of those at the Participation level have assisted with baby sitting for others engaged in a special school activity, they have undertaken to coach games, operate projector for a film show, and supervise sports day. Parents at the three levels have helped with the preparation of lunch, the making of teaching aids, collecting found materials, and being resource people.

PECE has learnt that in order to get the best out of Parents as teachers' aides, provision must be made for giving them the necessary training prior to or during their "voluntary employment".

ix. The Media

The news media have been very cooperative in publicising activities of the Basic Schools, and in helping to sensitise the public to their needs, on a regular weekly schedule. Parents have shown that they are willing to support and cooperate in an education programme that they understand, but telling them of it is not enough. Let them hear their children's voices over the radio; let them see their children engaged in class activities on the television. The T.V. station contributed to the making of a simple film covering some of the PECE work. At the beginning of the Project there was some resistance to the absence of the ABC recitation in the schools. In response Sunday PECE classes were conducted in different localities for the benefit of hundreds of parents. These were covered by the television station, and the support was overwhelming. We conducted training programmes for sponsors of Basic Schools and in them we had our champions. In fact it reached the point where parents looked forward to our visits to PTA meetings to discuss their personal and other problems -- the programme and ourselves had entered their hearts. The Media earned a "Certificate of Cooperation" for the part they played in helping PECE reach out to the community at large.

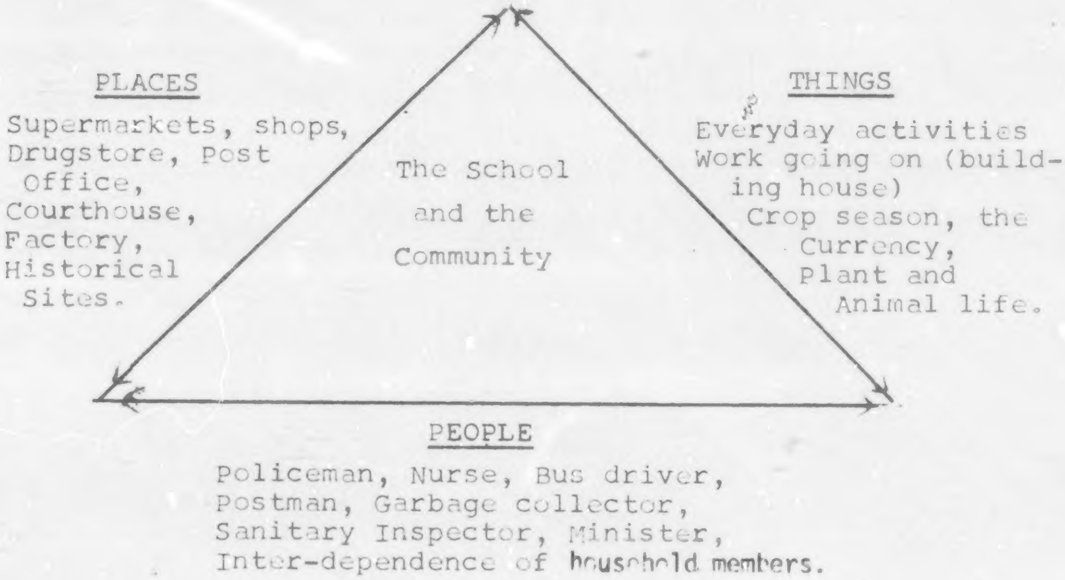
x. The Curriculum And The Community:

One does not have to wait on empirical evidence to be convinced that most privileged and underprivileged parents regard education as a prized possession and as a highly valued "commodity". Very often we hear parents in rural Jamaica, exhorting their children to "study their lessons", because, "I have no land or money to leave for you -- take what I can give you now -- education -- so you better take it in." Some parents say a little more, "Nobody can tek way what you have in a you head, so full it up with education."

Educators down the corridor of time have consistently endeavoured to show that "all life is education", and more recently the terms RELEVANCE AND APPROPRIATENESS have become essential characteristics of a good curriculum. In PECE, curriculum is used to mean the Matter (content), the Method (teaching and learning styles) and the Materials (teaching-learning aids) within the context of the experiential background of the Basic School children. To us in PECE, all life in the community is the source and means of education. The Commission on Teacher Education of the American Council on Education in succinctly expressing the need for relationship between the curriculum and the community, opined:

> "The circumstances of our times make it imperative that the school should offer children more than book learning in the classrooms. It must, indeed, make use of all the community's resources for providing children with direct and valuable contacts with environmental reality. Every community offers many opportunities to the schools for such experimentations. These should be vigorously uncovered and the school should take the initiative in persuading the community to make them available."

Implicit in this observation is the notion of functionality and disfunctionality of the curriculum. At an early stage of development the child's experience of life begins to extend from the home to the neighbourhood around his home. As he goes with his mother to the shop, to the church, to the river to wash clothes, and as he travels on the bus with her, he hears the sounds, he notices the sights, and he sees the people who make up the community. The quality of this hidden curriculum depends upon the extent to which the child is allowed to explore his environment and extend its limits. In like manner, as the child grows in self-awareness and self-direction he begins to know how his own life is related to people, places and things and how interdependent these are:


PLACES
Supermarkets, shops, Drugstore, Post Office, Courthouse, Factory, Historical Sites.
THINGS
Everyday activities Work going on (building house) Crop season, the Currency, Plant and Animal life.
The School and the Community
PEOPLE
Policeman, Nurse, Bus driver, Postman, Garbage collector, Sanitary Inspector, Minister, Inter-dependence of household members.

In PECE it was recognised very early that if the Basic Schools depended on the teachers alone, their limited experience would narrow the sights of the children. Every effort was made therefore, to have an integrated curriculum which increased the opportunity for linking school instruction to the larger real world of the child. In this respect, it was recognised that the teachers, under the guidance of PECE should have the freedom and flexibility to develop a curriculum which seemed professionaly sound.

Resources:

In PECE the term "resources" is used to mean people, places, and things which the teachers can manipulate, purposefully, to enrich their teaching for the benefit of their learners. The resources are all around the children and the school -- the things we use, the newspapers we read, the discarded containers, ("beautiful junk") etc., the stores/shops that sell the things we use, the airport, the railway station, the market, the yam-field, the busdriver, the builder, the librarian, the hills and the valleys we see -- all these help the Basic School children to experience actuality and to extend their understanding of their environment. When this understanding is carried beyond the neighbourhood, it gives the children an awareness of the community of which their home environment is a part, as well as a self-awareness and a self-direction leading to the feeling and realisation of self-fulfilment.

Training for Facilitating Functional Interactivity

Central to the concept of functional interactivity of home-community-school is the quality of the leadership offered by the teachers. As leaders they are expected to interact with other leaders in the community and to show some initiative in developing cooperative relations with institutions, organisations and agencies in identifying and solving problems of community concern.

Faced with this need for quality leadership among the Basic School teachers, PECE attempted to break away from some of the traditional elements of in-service teacher education by developing new programmes (through workshops, and courses) particularly appropriate to these teachers and their role as facilitators of school-community involvement. In addition to helping the Basic School teachers interpret the WHAT, HOW and WHY of the PECE Manuals, they were taught:

(a) the social structure of the JAMAICA COMMUNITIES,

(b) the politics of the PTA, the Zone Action Committee, the Sponsoring Body, and the Parish Boards,

(c) to interpret the power structure and decision-making processes of our communities,

(d) how teachers can study and understand their communities,

(e) how to motivate parents, and the community to support the school -- and how to sensitise them to some specific needs,

(f) strategies used in decision-making - at PTA, Zone Action Committee, Sponsoring Body, Parish Boardd,

(g) strategies that may be used for involving parents/ community at any of the THREE LEVELS (p.36) and how to sustain the support,

(h) how, as teachers, to be followers, leaders, facilitators in the context of functional interactivity,

(i) the place of communication in the development of school-community cooperation -- how to respect and use ideas from different sources,

(j) how to identify and use Resources for enhancing the school-community functional interactivity process.

From a study of the above outline (a to j) it will be observed that the underlying purpose of this component of the training programme for these teachers, was to help them learn how to work with members of their community by initiating, facilitating and accommodating the functional interactivity of home-community-school with confidence and ease.

The need for this training was emphasised by the Committee on Teacher Education of the Association of Colleges and Universities of the state of New York+ in the following statement:

> "In undertaking to prepare teachers for their responsibility to society we cannot expect to be successful if we work alone and through only those channels that are recognised in academic tradition. The teacher and the school need the help of the community -------- and the help of local organisations and of parents. The teacher in service will not make the fullest use of such assistance unless, during his pre-service education he has learned how to establish helpful relations with the community to which he belongs on and off the campus. He will not lead his pupils into effective citizenship unless he knows and understands their background and out of his own experience can show where their initiative and their urge to be useful can find expression in service."

+ 1942.

As a result of this observation and the increased need for parent-community support for Basic and Primary schools it is hoped that the Teachers' Colleges will make provision for their students to learn to identify community problems, how to create projects out of the problems, and how to secure community participation in the discussion, and resolution of the problems. Moreover, it is hoped that the students will be taught and experience techniques of linking schools to the home and of how to facilitate community participation in the affairs of the school. In short, it is hoped that the teachers to be will go through a programme of study and practical experience which will help them "meet the psysical, education,social and emotional needs of the children they teach, by being able to work in close collaboration with parents and members of the community." As was done in PECE, a variety of approaches should be employed in the preparation of Teachers' College students for this role. The following training techniques were found useful and effective by the PECE staff:

(a) Discussion to develop understanding of certain basic principles, to clear certain misconceptions about parents, etc., and to develop certain positive attitudes and beliefs in the students;

(b) Observation of PTA's and other groups of parents in action. In one instance a videotape of a sponsors' meeting was watched and discussed;

(c) Role-Playing provided the students with an opportunity to recreate the videotape presentation, but making certain that the "faults" found therein were corrected in their "improved" version;

(d) Interview Assignments gave the trainees the chance of speaking to members of the public and private sectors who were actively associated with the Basic Schools. The Interview Schedule was structured to elicit certain specific information;

(e) Individual Conferences were frequently held with the trainees to discuss weaknesses, give support and encouragement to strengths, and to help them grow in confidence;

(f) Demonstration in "real" situations is one of the best ways of ensuring a happy marriage of theory and practice. This was used with different groups of parents, and with organisations, under the guidance of the PECE staff and/or one of the trainees, and/or one of the officers of the school cooperating agency.

At the Seminar held in Cali, David Weikart+ echoed the PECE belief in a manner encompassing his own philosophy and that of his Foundation. Speaking to the Theme "Looking Forward -- Integrated Participation in the Process of Change" he emphasised that,

> "The key to success in local projects, especially those innovations searching for changes in local, traditional ways of accomplishing goals, is responsible and creative leadership. Adequate preservice and inservice training is essential. Frequently it is assumed by government planners and university personnel that training before assignment to a task is sufficient preparation to sustain quality of operation. While such preservice training is essential to ~~both~~ screen professionals and prepare them for the initial rigors of the job, it is, in fact, ongoing inservice training that contributes most toward the quality of outcome desired. Generally, preservice training focuses upon the theory and general practice

of the professional specialty while it is inservice training that looks to the specific application of that general training to the special situation engaged. Such inservice training needs to be systematic and related to the actual situations faced in incremental ways that gradually build the competence of the professional.

While the professional has the preservice training, the paraprofessional generally comes to the task with a talent and an interest but little if any training. The role of the professional is to build the specific skills of the paraprofessional through detailed, systematic and applied inservice training. Key is the focus by the paraprofessional on the unique situation faced in daily work. The quality of the performance is maintained by the supervision of the professional. Such supervision is supportive, oriented toward problem solving, and incremental in the gradual development of skills to the point where trained paraprofessionals know both the strengths and weaknesses of their abilities.

The bonus of such an approach to services is the community involvement through the direct contribution of the paraprofessionals to the functioning of the project and the gradual accumulation of skills and training within the community contributed to by the project. While the simple use of paraprofessionals will not in itself ensure such responsiveness, it at least opens the door to such potential.+

EVALUATION and RESEARCH

There are many unanswered questions on the effectiveness of parents' involvement in the education of their children in ways that will provide maximum impact on the development of the underprivileged. Building upon the knowledge that, on the whole, disadvantaged parents are ill-equipped and/or under-prepared to provide the type of stimulation and child care that will overcome the developmental deficiencies of their children, several projects, involving some of those in Figure A, operate special

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+ Weikart, David P. Op cit.

programmes aimed at providing training for parents and/or extending the activities of the school into the home. In addition to those Bernard Van Leer Foundation funded home based Projects included in Figure A, the two best known of these experimental projects are the Parent Education Project of Florida University under the Directorship of Ira Gordon, and the David Weikart Ypsilanti Home Teaching Project.

The PECE functional interactivity of home-community-school was not a project per se, set out to prove a hypothesis. It was a supplementary component of a Project concerned with Curriculum Development and the TRAINING OF TEACHER TRAINERS AND PARA-PROFESSIONAL TEACHERS for the Basic Schools. As such there was nothing experimental about it. Its main thrust was based on the belief of the PECE staff, that healthy and helpful relations among the triumvirate would enhance the achievement of the objectives of the Project for Early Childhood Education, and contribute to the sustainability of its replicable elements. Nevertheless, it is important to note that (i) 247 Basic Schools were upgraded through community effort augmented by EEC funding over the last ten years, (ii) the scope of sponsorship has remained wide, (iii) "fund-raising"[+] is still one of the major sources of income for Basic Schools, (iv) approximately 70% of the schools are Recognised, and (v) there are 12 Early Childhood Education Parish Boards. We accept these and other ad hoc data as positive evidence of the efficacy of the PECE belief in the functional interactivity of home-community-school.

[+] Grant, D.R.B. "Basic Schools Background Information and Baseline Data:" Table VI: page 22.

CONCLUSION

From the account given in this MONOGRAPH it will be deduced that the Jamaican public has become awakened to the needs and value of the Basic Schools. It will be inferred, also, that many professional and citizens' groups have taken the lead in rousing public interest in these schools.

Correspondingly, it will be perceived that early childhood education projects should be formulated and developed within the context of the Government's present/future policy in order to ensure a healthy relation with the public sector, and their support for sustainability of the model(s) that emerge . We have found that programmes are likely to be more successful when members of the public and the private sectors are not only informed of, but are also, given the opportunity to cooperate, to participate, and to be involved in the evolution and execution of such programmes. The status and process of these levels of helpful support will depend upon the opening and maintenance of a variety of channels of formal to informal communication between the segments in Figure B[+] (pp. 27). Paralleling this perception will be the conclusion that:

[+] Titled "Ripples of Interpenetration".

> "The preparation of curricula and the provision of training will not be enough to ensure success. Consideration must also be given to the ways in which communities can be animated to accept responsibility for the provision of their own social services and to the means whereby effective local organisations can be established."[+]

Equally important will be the implied notion that the Basic School children need to learn more than the 3R's. They also need to grasp what the community beyond their home environment is all about, to experience its realities, and to begin to understand what their place in it might be as they develop their selfhood.

Of paramount significance will be the conclusive concept that to provide the mechanism whereby people might be involved and/or participate in the decision-making process that affect them, is a challenge to the Basic School authorities. It will be necessary to restructure the existing processes, as was done by PECE, in order to make parent/community cooperation, participation and involvement a reality. In accepting the challenge for change, everyone connected with the Basic Schools will be forced to realise that the schools and the community are people oriented; that parents, teachers, and the community have interest in and concerns for Basic School children; and that these three must form an alliance that will actualise and maximise the FUNCTIONAL INTERACTIVITY OF HOME-COMMUNITY- SCHOOL.

[+] Allen, John. "Some Operational Issues Relating To Community Participation." A Discussion Paper: N.S. 102: UNESCO, Paris.

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APPENDIX I

BERNARD VAN LEER FOUNDATION

CENTRE FOR EARLY CHILDHOOD EDUCATION

(CECE)

A STUDY OF COMMUNITY ATTITUDE/INVOLVEMENT

to/in

EARLY CHILDHOOD EDUCATION

INTERVIEW SCHEDULE (INSCH)

Interview with ....

....

1. How was your interest in Early Childhood Education aroused?

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2. In all communities the church is an important link between
    - the home and the school
    - the home and the community
    - the school and the community

From your experience, what part do you think the church should play in Early Childhood Education?

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3. You have been involved in the Early Childhood Education Movement in Jamaica. What form has this involvement taken under the following?

(a) children

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(b) facilities

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(c) teachers

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(d) parents

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(e) sponsorship

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(f) other

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4. (a) There is a theory that Basic Schools should be Community Schools. To what extent do you subscribe to this theory?

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(b) In your opinion how has this theory been put into practice?

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5. You have demonstrated commitment to the expansion of the Basic School Programme. To what extent do you see Government entering into partnership with the community so as to make Basic Schools a part of the education system?

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6. What would you say is the highlight of your involvement in the Basic School system?

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7. The Government of Jamaica has indicated its firm commitment to Early Childhood Education and has demonstrated this by making certain provisions in the budget.

Where do you think the Government and the community should go from here?

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APPENDIX II

LOCATION OF PROJECTS (FIG A)

Projects	Location
1. Peabody College DARCEE	Nashville, Tenn.
2. Appalachia HOPE	Charleston, West Virginia, USA
3. Entokozwani Early Learning Centre	Moletsane Township, South Africa
4. Chatsworth Early Learning Centre	Durban, South Africa
5. University of Florida Home Visiting	Gainsville, Florida,USA
6. Perry Pre-school	Ypsilanti, Michigan,USA
7. Levenstein Verbal Interaction	Washington, D.C., USA
8. Head Start	United States of America
9. TARCOG Home Start	Alabama, USA
10. Nimnicht Far West	New Jersey, USA
11. Compensatory Education Programme	Kuala Lumpur, Malaysia
12. Project for Early Childhood Education (PECE)	Kingston, Jamaica
13. Pre-school Education Programme (PEP)	Roseau, Dominica)
14. Child-to-Community (SERVOL)	Port-of-Spain, Trinidad
15. Education: Parenthood	Syracuse, USA
16. Parent Education Programme	Gent, Belgium
17. Integrated Education and Community Developt.	Negeu Regional College, Isreal
18. ARPEGE	Toulouse, France
19. Community Based	Lima, Peru
20. Juniper Gardens Cooperative Pre-school	Washington, D.C. USA
21. Ypsilanti Infant Education Program	Michigan, USA
22. Teacher Reformation & Community	Kallang, Singapore
23. ISPES	Plaza Taverna, Italy
24. Community Education Department Centre	Coventry, England
25. Woburn Lawn	St. Thomas, Jamaica

APPENDIX II

CONTRIBUTORS TO BASIC SCHOOL IMPROVEMENT

PRESCRIBED & AFFLIATED AREAS

KINGSTON

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/ NATURE OF CONTRIBUTION	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS
City Child Care c/o Mrs. A. Melhado	Barbara Manley Infant Centre	Chairs, tables, toys	About $500.00	Once only	1971: Organised bake sale and raised funds to equip Class 1
Mr. Derrick Drake	Barbara Manley Infant Centre		$200.00	Once only	Gave contribution to purchase equipment for the school (1971)
Dr. P. McPherson	Wilbert Stewart	Refrigerator	$50.00	Once only	1968
Wilbert Stewart P.T.A.	" "	Made ceiling for Class One. Wired the room for electricity	$90.00	" "	1971
St. Andrew High School P.T.A.	Cane River Basic School	Helped with the school building, books, toys, coal pots.	$600.00	Occasionally	1970, 1971

CONTRIBUTORS TO BASIC SCHOOL IMPROVEMENT

PRESCRIBED & AFFILIATED AREAS

PORTLAND

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION+	VALUE OF CONTRIBUTION $	FREQUENCY	REMARKS*
Portland Aid	Moore Town Bellevue, Comfort Castle, Cornwall Barracks, Forty Acres, Balcarres	Cash for equipment and other purposes at discretion of teacher	$500.00	Covering a period of four years	Appeal by Teacher Trainer
Portland Parish Council	All schools	Cash	$400.00	Annually since 1968	Appeal by Teacher Trainer and interest by Chairman Mr. Lascelles Tucker, 1968.
Titchfield High School (Houses)	Boundbrook, St. Margaret's Bay Drapers, Black Rock	Furniture, books	$160.00	Once	Headmaster is a member of the Basic Schools' Committee
Portland JC's	Black Rock	A new building and equipment	$2000	Once	Building in use since 1970
	Snow Hill Friends	Christmas Party		Twice	1970, 1971
Happy Grove High School	Scotts Runn Seaside	Books, Toys	$20.00	Frequently	Headmaster's interest (He was vice President of J.T.A.) 1969
Port Antonio Area Land Authority	Shrewsbury -	A new buildding, and furnishing			
	Fellowship, Forty Acres, Long Bay, Cornwall Barracks)	Assistance in building and furnishing	$4000	Since 1969	Discussion with Teacher Trainer - Funds available for self-help projects

PORTLAND

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION+	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS
Jamaica Federation of Women (Long Bay Branch)	Long Bay	Started building Fund raising efforts	$500.00	Since 1967	Community service
Friends of Portland (A U.S. Group)	All schools	Books	$250.00	Since 1970	In appreciation of enjoyable vacation periods as tourists
Visitors from the Starward	Bethesda	Appliance, aids (An open offer)	$40.00	Since 1970	Visited school with Teacher Trainer
Madora Foundation	Buff Bay, Long Road, Cornwall Barracks	Cash for equipment	$600.00	Once 1972	To be repeated annually for other purposes
Mrs. Karl Warder	Snow Hill All schools	Fully furnished doll's house Pencils	$25.00	Once	Mrs. Warder also volunteered two days per week for one year, teaching at Snow Hill
Mrs. Beharie (of West Retreat)	Fellowship	A piano	$120.00	Once 1969	In appreciation of the benefits her children derived from the school
Mr. Cyril Lue	Ecclesdown Long Road	Building material Clear site with buldozer	$120.00 $75.00	Once Once	Response to citizens' appeal. Mrs. Lue is also 'godfather' for Ecclesdown
Mr. Keith Jones	Long Road	300 concrete blocks	$30.00	Once 1970	Request for new building
Rev. Lloyd King (Quaker)	Snow Hill West Retreat	Building, plumbing, wiring: (personal labour) Exercise books aids	$350.00	Period of 2 years 1967-69	He was corresponding sponsor for the schools, and a builder as well as pastor
Rev. Riley (Anglican)	St. Margarets Bay	Books	$20.00	Once	Community interest

PORTLAND

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS
Rev. Thomas (Anglican)	Bethesda Ginger House	Furniture, blackboard	$150.00	Once	Appeal by Teacher Trainer, 1971
Mr. C.M. Robinson	Boundbrook	Furniture	$200.00	Once	Appeal by teacher 1969. Mr. Robinson is corresponding sponsor
Mr. Baccas	Scotts Runn Long Bay	Furniture, equipment	$375.00	Once	Appeal by Teacher Trainer 1971
Portland Baptist Association (per Rev. Smith)	Forty Acres	Acquire land, free labour, cash	$150.00	Since 1969	Appeal by Teacher Trainer (1969)
Mr. Shaw	Forty Acres	Donate land	$100.00	Once	Appeal by church, 1970
Mr. Michael Rosenburg	a) All schools	Reduced accommodation at Dragon Bay		Once	1971: Sympathy with the cause
	b) Schools in the area eg. Drapers, Zion Hill, Sherwood Forest	Any reasonable request	Not yet final	Since 1971	Contribution as from Tourism
USAID	Skibo	Grant for building	$400.00	Once	Request from villagers through P.C.V. Sharon Wrocklage, 1972.

CONTRIBUTORS TO BASIC SCHOOL IMPROVEMENT

PRESCRIBED & AFFILIATED AREAS

ST. THOMAS

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION+	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS
Paul Jones Estate	Amity Hall	Building Cash Equipment - Seats	$3000.00 $2.00	Weekly Once	1968: P.C.V. & PECE request
USAID	Cedar Valley	Building Grant	$4000.00	Once	1972: PECE request
Duckenfield Sugar Estate	Bellrock	Building Equipment - Seats	$4000.00 Workmen at Factory constructed equipment free of cost	Once	1968-69 - PECE request
Morant Estate	York-Bernard's	Land for school site	$6,000	Once	1969 PECE deputation to Morant Estate
Dr. A.A. Bonner, M.P.	York-Bernard's	Promoted building programme	Realization of school site $5,000		Lead deputation to Morant estate - 1969
USAID	York-Bernard's	Building Grant	$3,000	Once	1969: PECE + P.C.V. request

ST. THOMAS

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION+	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS*
Mrs. Nancy Lamour	Cedar Valley	Cash Equipment for games and outdoor activities. Found materials	$240.00 500.00	Yearly	**1970: Visited** Basic **school in the parish** - Cash-supplement Teachers' salary Equipment ordered in Britain August 1972.
Councillor Burke	Bath	Repair & Paint building	$200.00	Occasionally	President - Bath Federation of Women 1968-1972
P.T.A. Barking Lodge	Barking Lodge	New building	$3,000	Once	1968

CONTRIBUTORS TO BASIC SCHOOL IMPROVEMENT

PRESCRIBED & AFFILIATED AREAS

HANOVER

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOL	KIND/NATURE OF CONTRIBUTION+	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS*
Tryall Fund	Hanover Schools		$10,000	Yearly (4 yrs)	Funded the programme in the parish
PECE, Van Leer	" "				Training, materials, advice, etc.
Parish Council	25-28 schools	Annual grant	$20.00 each	Yearly	PECE request
United Church of Jamaica, etc.	Hanover Schools	Use of Hall for workshops		Bi-monthly	No charges for use of Hall for Basic School use.
Basic School Board	" "	Fund-raising and management of programme in Hanover	$5,000	Yearly	To help furnish schools
Health Department	" "	Nutrition Seminars		3 over 2-year period	Saw need for training teachers in this line.
Lyons Club (Intl.) (Mobay)	26 schools in Hanover	Milk mixing apparatus	$600.00	Once	1970: Dr. DeSouza made representation
Roseau School Board	Hanover schools	Use of school and boarding facilities for 2 courses (Residential)	$300.00	Twice	1968 and 1969

HANOVER

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS
Nuggets for the Needy	Hanover Schools	Cash towards model school	$4,000+	Twice	1970-1971
USAID	Mt. Moriah	Help with building	$3.000	Once	1971
Mr. W.H. Newport	Hanover Schools	Fund-raising etc.	$2,000	Yearly (3 years)	To help equip schools
Mr. & Mrs. A. Forbes	" "	Books, materials, etc.	$300.00	Annually	2 years 1970-1971
Dr. A. Wint Mr. St. E. Reid Mrs. C. Blair	" "	Fund-raising	$5,000	Twice	1970 to 1971: Plans for model school, etc.
Mr. C. Wilson	" "	Transport	$50.00	Once	1970: Transporting furniture to schools
Hanover Chamber of Commerce	Green Island School	Materials for school building	$200.00	Once	1970 -Asked to help
4-H Council	All schools	Use of Centre (Georgia)	$150.00	Twice	1970-1971 - Residential training for Basic School Teachers

CONTRIBUTORS TO BASIC SCHOOL IMPROVEMENT

PRESCRIBED & AFFILIATED AREAS

ST. ELIZABETH

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION+	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS *
USAID	Balaclava B/S	Cash for building materials	$3,000.00	Once only	1969 - Requested by Balaclava Citizens' Association
		Cash for stove, refrigerator, furniture, etc.	1,000.00	" "	-do-
USAID	White Hall	Cash for building materials	1,248.48	" "	1970 - Requested by P.C.V., Miss Joan Lorenz
USAID	Mulgrave	Cash for building materials	666.39	" "	-do-
"	Knoswood	-do-	417.96	" "	1971 - Requested by P.V.C. Miss Linda Kresser
"	Siloah	Cash to purchase furniture and stove	300.00	" "	1971 - Requesteb by P.C.V., Miss Joan Lorenz
"	Kilmarnock	Cash for building materials	2,500.00	" "	1971 - Requested by P.C.V., Miss Jill Holmes
"	Braes River	-do-	1,300.00	" "	1971- Requested by P.C.V., Miss Linda Mason
"	Maggotty	Cash for windows, doors, paint	400.00	" "	1972 - Requested by Miss Janice Fredreckson

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION+	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS *
Revere Jamaica	Balaclava	Cash for building materials	$ 200.00	Once only	1969 - Requested by Bala. Citizens' Association
	Carisbrook	1 used 4-burner gas stove	50.00	" "	1971 - Requested by Co-sponsor, Mrs. Pearl Wright
Sugar Industry	Cornwall	Cash for building materials	200.00	" "	Requested by S.I.L.W. officer, Mr. Dennis Callendar
	Middlesex	Cash to assist with building latrine and paving floor of school building	30.00	" "	-do-
Bethlehem Training College	Leeds	Cash to purchase school materials	20.00	Twice	1969 & 1970: Donated by students.
	Knoxwood	School furniture	75.00	Once(1972)	To improve conditions for student-teaching
St. Gabriel's Academy	Balaclava	Benches and desks 1 partition board	150.00	Once only	1971 - Requested by Dr. D.S. Cadien, to provide adequate seating accommodation
	Sandy Bank	Children's books	20.00	" "	Used books offered to the teachers
	Mulgrave	Children's Books	20.00	" "	
PRIMARY SCHOOLS+ Parottee	Windsor	Benches, desks Blackboards	60.00	" "	1971 - Requested by Teacher-Trainer SILW. Officer Mrs. Madge Brown
	Thornton				
	Siloah				
	Coker	Benches & desks	40.00	" "	
			20.00	" "	
			20.00	" "	
Carisbrook	Carisbrook	Benches & desks	40.00	" "	1971- Requested by E.O. Mr. E.W. Mullings
Accompong	Accompong		40.00	" "	1971: Requested by T.T

ST. ELIZABETH

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION$^+$	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS
Mountainside Primary School	Shady Grove	Benches & desks	$ 20.00	Once only	1969: Requested by Teacher Trainer and Basic School Teacher
	Shady Bank	" "	60.00	" "	
Mt. Osborne Primary School	Braes River	" "	60.00	" "	Requested by former Co-sponsor, Rev. C. Niles, Minister of Mt. Osborne Methodist Church, which housed the primary school (1970)
Santa Cruz Primary School	Braes River	4 Partition Boards (1971)	40.00	" "	
Hopewell Primary School	Barbany Hall	Benches & desks	60.00	" "	Given by Co-sponsor Miss M. Roach, Principal Hopewell Primary School (1972)
Barbany Hall Primary School	" "	Cupboard, table, easel & chalkboard	18.00	" "	1972: Requested by Basic School Teacher
Newton Primary School	Bartons	Benches & desks	20.00	" "	Principal - Co-sponsor of Basic School (1971)
Lacovia Primary	Cornwall	Benches & desks	20.00	" "	Requested by Teacher Trainer
St. Elizabeth Parish Council	54 Basic Schools (1970/71)	Cash ranging from $18.00 to $30.00 per school	1,307.00	Yearly	Chairman in sympathy with Basic School teachers re small grants received from government.
	59 Basic Schools (1971/72)		1,395.00		
Public Works	Braes River	4 loads marl	40.00	" "	Requested by P.T.A. Chairman
Women's Federation	Sandy Bank	1 oil stove	24.00	" "	Made the gift because of difficulty in obtaining firewood at the school (1970)

ST. ELIZABETH

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION+	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS
Alpart St. Elizabeth E.C. Parish Board	All the Basic Schools in the Parish	School facilities, training, nutrition, etc.	$35,000.00	Annually	PECE requested and guided the formation of Board
Mrs. Tena Dennis	Sandy Bank	One kindergarten electric organ	300.00	Once only	To help with good music at the school
Mr. E.L. Foster	Shrewsbury	150ft. lumber to complete school building	30.00	" " (1970)	Mr. Foster is the Parish Councillor for the area, He is keenly interested in the welfare of the Basic School. He is also a Building Contractor
		36 sets benches and desks (new)	280.00	Once only (1971)	
Moravian Church	Kilmarnock	Land on which school is built	600.00	Once only	Requested by Sponsoring Body
Miss Jill Holmes and relatives (California)	Kilmarnock	Cash towards new building	25.00	" " (1970)	Miss Holmes was once P.C.V. attached to Kilmarnock Basic School
Miss Jill Holmes (California	St. Elizabeth Project	School materials (Books, construction paper, markers, scissors, pencils, etc.)	20.00	Twice (1972)	-do-
Miss Margaret Harvey (Edinburgh)	-do-	Books, toys, pencils, crayons, etc.	50.00	Once only (1970)	Miss Harvey and a group of Girl Guides became interested in the work of the Project and decided to make the contribution
Mrs. Van Harris (Balaclava)	Balaclava Basic School	Books, building blocks, lacing boards	10.00	Once only (1972)	Made the contribution on leaving the area

ST. ELIZABETH

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION+	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS
Hon. Spencer Hendricks, Custos Rotulorum St. Eliz.	Kilmarnock	Cash towards new building	$10.00	Once only (1971)	Donation requested by Sponsoring Body
Mr. Allen - Supt. Roads & Works, Sav-la-Mar	-do-	-do-	10.00	" "	Donation requested by Sponsors
Miss Jean Valentine P.C.V. (now at Child Care & Protection)	Burnt Savannah	3 tables and 6 benches	30.00	" " (1972)	Miss Valentive received gifts of lumber from individuals and had the furniture built at the Trade Training Centres - Lacovia and Black River
	Arlington	4 tables and 8 benches	40.00		

CONTRIBUTORS TO BASIC SCHOOL IMPROVEMENT

PRESCRIBED & AFFILIATED AREAS

ST. ANDREW

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION^{+}	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS
Pembroke Hall Methodist Church	Duhaney Park Methodist	Removed partitions from cottage used as school. Painted the building. Dolls' house built and painted and furnished. Jungle gym. Additional teachers employed.	$150 (approx.)		1968 Motivation through discussions led by PECE staff member and school staff in P.T.A. meetings. Instigated by PTA
Mrs. P. Campbell Collection from Canada	"	Funds collected used to buy materials to enclose open class room. Free labour in construction. Responsible parents volunteered to read stories and have games on Fridays to facilitate teachers attending workshops.		Weekly	1969-1970
Methodist Church	"	Employed substitute teacher on workshop Fridays.	2 per day	"	1970-1972
Parents	Duhaney Park Methodist	Donated large cupboard and repaired chairs and tables	$80 (approx)	Once	1970

ST. ANDREW

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION+	VALUE OF CONTRIBUTION	FREQUENCY	REMARKS
P.T.A.	Duhaney Park Methodist	Tea Party - proceeds used to install fans and bonus given to teachers.	$180 approx.	Once	1971
		Tea-Party proceeds to buy fridge - (replacement) and garbage cans.	$100 approx.	Once	1972
		Painted building		Once	
Pembroke Hall Methodist Church	Pembroke Hall Basic	Toys and furniture for home corner. Outdoor equipment.	$200 +	3 times	Interest of the church 1968-70
St. Jude's Women's Guild	Stony Hill	Xmas parties - presents for each child - Materials, books, crayons, pencils, trays, ball, frames		Annually	Interest of the church 1971
		Salaries for 2 assistants and one additional teacher	$6	Weekly	
		Cash from Tea party	$500 approx.	Once only	For furniture 1971-1972
Early Childhood Education Council	Mavis Bank Mt. Charles	Repairs to schools and furniture	$200	Once	1970: PTA request
Mr. McGhan	Tower Hill	Made jeep available to staff to reach inaccessible school - Tower Hill	$ 50 per trip	Monthly	1969-1971: PECE request
Mr. McGhan	Mt. Charles	Children's lunch	$ 2.00	Weekly	-do-
Meadowbrook High School	Maverley	Toys and books. Painted pictures to compile book without words	$ 20.00	Once	Interest of the Principal
Miss M. Holt	"	Stove	$ 15.00	Once	1969: PVC attached to the school

ST. ANDREW

CONTRIBUTORS	RECIPIENT(S) BASIC SCHOOLS	KIND/NATURE OF CONTRIBUTION+	VALUE OF CONTRIBUTION	FRE-QUENCY	REMARKS
Parents	Maverley	Shed for cooking	$50 approx.	Once	1969: PTA project
USAID	Lalyce Gray	Open air classroom completed	$1300+	Once	1969: Result of PTA meetings
Parents - donations from Xmas cards and raffle.		Erecting fence and gate - repair furniture.	$ 150.00		
	"	Made cupboard	$.		Contribution to building project.
Mrs. Garcia	"		$ 40.00		
"Things Jamaican"	Amalgamated PTA	Materialfor "Bring and Buy Sale"	$ 300.00	Twice	1970: This material was sold as the "Bring " Buy" to raise funds for equipment.
Cremo Ltd.	"	Drinks and Ice-Cream	$ 150.00	Once 1970	For Tea Party
USAID	Bryson's	Building	$ 1100	Once 1969	This helped to enlarge school building.
USAID	Manning's Hill	"	$ 3000		A new building on a new site.
The Society of Friends	Dover	Toys, games, books	$ 70.00	Yearly 1969-1971	